HOW TO USE THIS HANDBOOK

Victoria University’s 2011 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 2011.

NOTE: Courses available to International students are marked with the (I) symbol. The definition of fields used in course tables throughout this handbook includes:

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 2011. 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.
DISCLAIMER
The information contained in Victoria University’s 2011 Faculty of Arts, Education and Human Development Handbook was current at 31 August 2010.

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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<td>MASTER OF APPLIED SCIENCE - HUMAN PERFORMANCE</td>
<td>HMIP</td>
</tr>
<tr>
<td>MASTER OF SPORT BUSINESS</td>
<td>HMSB</td>
</tr>
<tr>
<td>DOCTOR OF PHILOSOPHY (RESEARCH)</td>
<td>HPCA</td>
</tr>
<tr>
<td>DOCTOR OF PHILOSOPHY</td>
<td>HPPA</td>
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<tr>
<td>DOCTOR OF PHILOSOPHY</td>
<td>HPPB</td>
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<tr>
<td>DOCTOR OF PHILOSOPHY</td>
<td>HPPC</td>
</tr>
<tr>
<td>DOCTOR OF PHILOSOPHY</td>
<td>HPPD</td>
</tr>
<tr>
<td>DOCTOR OF PHILOSOPHY</td>
<td>HPE</td>
</tr>
<tr>
<td>MASTER OF ARTS (I)</td>
<td>HRAT</td>
</tr>
<tr>
<td>MASTER OF APPLIED SCIENCE</td>
<td>HREH</td>
</tr>
<tr>
<td>GRADUATE CERTIFICATE IN LOSS AND GRIEF COUNSELLING</td>
<td>HTLC</td>
</tr>
<tr>
<td>GRADUATE CERTIFICATE IN LOSS AND GRIEF EDUCATION</td>
<td>HTLG</td>
</tr>
<tr>
<td>GRADUATE CERTIFICATE IN RECREATION SPORT AND RECREATION MANAGEMENT, OPERATIONS</td>
<td>HTS0</td>
</tr>
</tbody>
</table>

**UNITS**

**FACULTY DELIVERED - AEHD**

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOCTOR OF PHILOSOPHY</td>
<td>APXF</td>
</tr>
</tbody>
</table>
SCHOOL OF COMMUNICATION AND THE ARTS

Below are details of courses offered by the School of Communication and the Arts in 2011. This information is also available online on the University’s searchable courses database at www.vu.edu.au/courses

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

BACHELOR OF COMMUNICATION (PUBLIC RELATIONS)

Course Code: ABAC

Campus: St Albans.

This course is for Continuing students only

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.

Course Duration: 3 years

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

Course Structure

To be awarded the degree of Bachelor of Communication (Public Relations), students must have successfully completed a total of 288 credit points. All units are valued at 12 credit points. Full-time students will normally complete an average of 48 credit points each semester. In addition, students must satisfy the following requirements: complete 24 semester-length units; complete the Public Relations major or eight units plus eight core Communications units; complete the two compulsory Contextual Studies units; complete six other units which may be sequenced or unsequenced; a degree cannot contain more than 10 first-year units; no more than six units may be taken from outside the Faculty of Arts, Education and Human Development.

Year 1, Semester 1

For a normal full-time load:

ACY1001 PRINCIPLES AND PRACTICE OF PUBLIC RELATIONS 12
ACC1047 CULTURE AND COMMUNICATION 12
ACM1008 INTRODUCTION TO WEB PRODUCTION 12

Contextual Studies Unit 1

Year 1, Semester 2

ACP1054 INTRODUCTION TO MEDIA WRITING 12
ACC1048 MEDIA, CULTURE AND SOCIETY 12

Contextual Studies Unit 2

Elective 1

Year 2, Semester 1

ACY2003 MEDIA MANAGEMENT IN PUBLIC RELATIONS 12
ACP3051 WRITING FOR PUBLIC RELATIONS AND ADVERTISING 12

Elective 2

Plus one of the following three units:

AC3045 VIDEO PRODUCTION 12
ACC3036 COMMUNICATING WITH RADIO 12
ACP2070 EDITING PRINCIPLES AND PRACTICE 12

Year 2, Semester 2

ACY2005 COMMUNICATION RESEARCH 12
ACC3003 ETHICAL AND LEGAL ISSUES IN COMMUNICATION 12

Elective 3

Plus one of the following two units:

ACP2079 PUBLISHING PRINCIPLES AND PRACTICE 12
ACM2003 INTERACTIVE PROGRAMMING 12

Year 3, Semester 1

ACY3001 PUBLIC RELATIONS CAMPAIGNS AND MANAGEMENT 12
ACC3047 COMMUNICATING IN ORGANISATIONS 12
ACY3004 CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS 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 (I)

Course Code: ABAI

Campus: Footscray Park.

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 interests required for successful participation and employment in the Creative Arts Industries.

Course Duration: 3 years

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

Course Structure

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.

CORE UNITS

ACI1007  CREATIVITY AND INNOVATION  12
ACI1008  CREATIVE ARTS IN CONTEXT  12
ACI2100  ARTS INDUSTRIES: THE INSIDE STORY  12
ACI3100  PROFESSIONAL ENGAGEMENT  12
ACI3101  ADVANCED PROFESSIONAL ENGAGEMENT  12
ACM1010  INTRODUCTION TO WEB TECHNOLOGIES  12
ACX1001  KNOWING AND KNOWLEDGE A  12
BAO2100  INTRODUCTION TO SMALL ENTERPRISE  12

Plus

Specialisation 1 - six units

Specialisation 2 - six units

Four electives

ASPCRE  CREATIVE WRITING  0
ASPDIG  DIGITAL MEDIA  0
ASPPES  PERFORMANCE STUDIES  0
ASPVIS  VISUAL ARTS  0
ASPMUS  MUSIC  0

BACHELOR OF ARTS (I)

Course Code:  ABBA

Campus:  St Albans, Footscray Park.

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.

Course Duration:  3 years

Admission Requirements:  Prerequisites: Units 3 and 4 — a study score of at least 20 in English (any). Selection mode: CYT2: ENTER and two-stage process with a middle-band of approximately 20%. NONY12: Academic record form, interview. See Extra Requirements for specifics. Middle-band: Completing any of design and technology, English language, information technology (any), literature, media, or visual communication and design = an aggregate two points higher per study, to a maximum 10 points. Extra Requirements: NONY12: Interview (some applicants only); Details will be provided by telephone or mail to the applicants required to attend.

Course Structure

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 (LWOC); 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 ACK3002 Special Project in a specialisation of their choice, with the approval of the specialisation Coordinator. Students should undertake ACK3002 only once in their degree. ASX1001 Asian Philosophy is also offered as a first-year elective. SPECIALISATIONS Students choose two specialisations and complete six units in each of these (at or in Psychology for APAC accreditation). Students undertake two specialisation sequences from the following list: 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 Vietnamese Specialisations in Chinese, Japanese, Spanish, Indonesian and Arabic are also available through a complementary enrolment agreement with the University of Melbourne.

COURSE STRUCTURE FOR STUDENTS NOT UNDERTAKING PSYCHOLOGY AS A SPECIALISATION

CORE UNITS

ACX1001  KNOWING AND KNOWLEDGE A  12
ACX3003  PROFESSIONAL AND CAREER DEVELOPMENT  12
ACX3005  GRADUATING PROJECT 1  12
ACX3006  GRADUATING PROJECT 2  12

Plus Specialisation One - six units

Plus Specialisation Two - six units

Plus eight electives

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

ACX1002  KNOWING AND KNOWLEDGE B  12

The following unit is also offered as a first-year elective:

ASX1001  ASIAN PHILOSOPHY  12

COURSE STRUCTURE FOR STUDENTS UNDERTAKING PSYCHOLOGY AS A SPECIALISATION

CORE UNITS

ACX1001  KNOWING AND KNOWLEDGE A  12
ACX3006  GRADUATING PROJECT 2  12

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

ASPAES  ADVANCED ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (AESOL)  0
ADVANCED DIPLOMA/BACHELOR OF ARTS (INTERACTIVE MEDIA)

Course Code: ABCG

Campus: St Albans.

This course is for Continuing students only

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

Course Duration: 3 years

Admission Requirements:

Course Structure

Year 1 is conducted at TAFE only. It includes 11 units of study from the Advanced Diploma in Multimedia. Year 2 is conducted at TAFE and Higher Education. Semester 1 has 7 units of study from TAFE, plus one Professional Writing or Communications Major – Unit 1. Semester 2 has 4 TAFE units of study. At this stage students can exit with the Advanced Diploma of Multimedia, only if no higher education units of study have been undertaken.

Year 1, Semester 1

TAFE Units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUSRAD02A</td>
<td>CONDUCT RESEARCH</td>
<td>35</td>
</tr>
<tr>
<td>CUFMA05A</td>
<td>CREATE 3D DIGITAL MODELS AND IMAGES</td>
<td>75</td>
</tr>
<tr>
<td>CUFMEM11A</td>
<td>DESIGN THE NAVIGATION FOR A MULTIMEDIA PRODUCT</td>
<td>70</td>
</tr>
<tr>
<td>CUFMEM06A</td>
<td>DESIGN A MULTIMEDIA PRODUCT</td>
<td>50</td>
</tr>
<tr>
<td>CUFRAW02A</td>
<td>DEVELOP AND IMPLEMENT DESIGNS</td>
<td>0</td>
</tr>
</tbody>
</table>

Year 1, Semester 2

TAFE Units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUFMEM02A</td>
<td>AUTHOR A MULTIMEDIA PRODUCT</td>
<td>50</td>
</tr>
<tr>
<td>CUFMEM10A</td>
<td>DESIGN AND CREATE A MULTIMEDIA INTERFACE</td>
<td>70</td>
</tr>
<tr>
<td>ICPMM610A</td>
<td>PREPARE MULTIMEDIA FOR DIFFERENT PLATFORMS</td>
<td>50</td>
</tr>
<tr>
<td>CUFWR07A</td>
<td>WRITE AN INTERACTIVE SEQUENCE FOR MULTIMEDIA</td>
<td>50</td>
</tr>
<tr>
<td>CUFMEM09A</td>
<td>APPLY PRINCIPLES OF GAME DESIGN TO A MULTIMEDIA PRODUCT</td>
<td>30</td>
</tr>
<tr>
<td>THHGL12A</td>
<td>DEVELOP AND MANAGE MARKETING STRATEGIES</td>
<td>0</td>
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Year 2, Semester 1

TAFE and Higher Education units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUFGEN01A</td>
<td>DEVELOP AND APPLY INDUSTRY KNOWLEDGE</td>
<td>15</td>
</tr>
<tr>
<td>CUE091A</td>
<td>IMPLEMENT WORKPLACE HEALTH, SAFETY AND SECURITY PROCEDURES.</td>
<td>10</td>
</tr>
<tr>
<td>ICAITAD058A</td>
<td>APPLY SKILLS IN OBJECT ORIENTED DESIGN</td>
<td>40</td>
</tr>
<tr>
<td>CUSADM08A</td>
<td>ADDRESS COPYRIGHT REQUIREMENTS</td>
<td>20</td>
</tr>
<tr>
<td>CUFADM01A</td>
<td>PREPARE A PROPOSAL</td>
<td>50</td>
</tr>
<tr>
<td>CUFMEM07A</td>
<td>APPLY PRINCIPLES OF VISUAL DESIGN AND COMMUNICATION TO THE DEVELOPMENT OF A MULTIMEDIA PRODUCT</td>
<td>40</td>
</tr>
</tbody>
</table>

Exit point for Advanced Diploma of Multimedia - No higher education units of study undertaken by these students

ACM2007          Innovation Technologies, Research and Application | 12 |

Year 2, Semester 2

TAFE and Higher Education units

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUFPO09A</td>
<td>CONDUCT A BRIEFING</td>
<td>35</td>
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<tr>
<td>CUSADM04A</td>
<td>MANAGE A MAJOR PROJECT</td>
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</table>

Year 3, Semester 1

Higher Education units only

ACY3004          Career Development for Communication Professionals | 12 |

Year 3, Semester 2

Arts Elective

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACM2007</td>
<td>INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION</td>
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Year 3, Semester 3

Arts Elective

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<th>Course Title</th>
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<tbody>
<tr>
<td>ACM2007</td>
<td>INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION</td>
<td>12</td>
</tr>
</tbody>
</table>

**NOTE: Arts Major MUST be a Communication or Professional Writing major
BACHELOR OF ARTS (MULTIMEDIA)
Course Code: ABCM
Campus: St Albans.
This course is for Continuing students only

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.

Course Duration: 3 years

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

Course Structure
To be awarded the Bachelor of Arts (Multimedia), students must have successfully completed a total of 288 credit points. Each unit of study carries 12 credit points. Full-time students will normally complete an average of 48 credit points of four units each semester. In addition, students must satisfy the following requirements: completion of 24 semester-length units; completion of two majors (Multimedia plus Professional Writing or Communication Studies); no more than eight units may be taken from outside the Faculty of Arts, Education and Human Development ie. at least 16 units must be arts units; a degree cannot contain more than 10 first-year units

Year 1, Semester 1
For a normal full-time load:
ACM1008 INTRODUCTION TO WEB PRODUCTION 12
ACM1009 VISUAL DESIGN FOR DIGITAL MEDIA 12
Second Major Unit - Professional Writing or Communication Studies
Elective (a list is available from the website)
Year 1, Semester 2
ACM1006 DIGITAL SOUND AND VIDEO 12
ACM1007 ANIMATION 12
Second Major Unit - Professional Writing or Communication Studies
Elective
Year 2, Semester 1
ACM2003 INTERACTIVE PROGRAMMING 12
Second Major Unit - Professional Writing or Communication Studies
Second Major Unit - Professional Writing or Communication Studies
Elective
Year 2, Semester 2
ACM2008 DYNAMIC WEB DEVELOPMENT 12
ACM2007 INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION 12
Second Major Unit - Professional Writing or Communication Studies
Elective
Year 3, Semester 1
ACM3003 DVD AND SCRIPT DEVELOPMENT 12
ACY3004 CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS 12

BACHELOR OF COMMUNICATION (I)
Course Code: ABCO
Campus: St Albans.

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.

Course Duration: 3 years

Admission Requirements: Prerequisites: Units 3 and 4 — a study score of at least 20 in English (any). Selection mode: CY12: ENTER and two-stage process with a middle-band of approximately 20%. NONY12: Academic record form, interview. See Extra Requirements for specifics. Middle-band: Completing any of business (any), design and technology, English (any), humanities (any), information technology (any), drama, literature, LOTE (any), media, or visual communication and design – an aggregate 2 points higher per study, to a maximum 10 points. Extra Requirements: NONY12: Interview (some applicants only). Details will be provided by telephone or mail to the applicants required to attend.

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. 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 ten core units; complete a specialisation in either Professional Writing (six units), Public Relations (ten units) or Digital Media (seven units); if completing a specialisation in Professional Writing, students also complete four units from the Public Relations specialisation or four units from the Digital Media specialisation; if completing a specialisation in Digital Media, students also complete three units from the Public Relations specialisation or three units from the Professional Writing specialisation; if completing a specialisation in Public Relations, students complete ten units from the Public Relations specialisation to meet industry accreditation requirements, and are not required to complete units from another specialisation; complete four elective units; a degree cannot contain more than ten first-year units.

For the specialisations - see the specialisation structures further down the list below for exact unit options

CORE UNITS
ACC1047 CULTURE AND COMMUNICATION 12
ACC1048 MEDIA, CULTURE AND SOCIETY 12
ACC2001 COMMUNICATION TECHNOLOGIES IN CONTEXT 12
### Bachelor of Arts (Professional Writing)

**Course Code:** ABCP

**Campus:** St Albans.

This course is for Continuing students only.

**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.

**Course Duration:** 3 years

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

**Course Structure**

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP1053</td>
<td>Introduction to Creative Writing</td>
<td>12</td>
</tr>
<tr>
<td>ACP1054</td>
<td>Introduction to Media Writing</td>
<td>12</td>
</tr>
<tr>
<td>ACP2070</td>
<td>Editing Principles and Practice</td>
<td>12</td>
</tr>
<tr>
<td>ACP2079</td>
<td>Publishing Principles and Practice</td>
<td>12</td>
</tr>
</tbody>
</table>

Plus one of the following two:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP2085</td>
<td>Fiction Writing</td>
<td>12</td>
</tr>
<tr>
<td>ACP2001</td>
<td>Web Journalism</td>
<td>12</td>
</tr>
</tbody>
</table>

Plus one of the following three:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP2067</td>
<td>Gender and Genre in Short Fiction</td>
<td>12</td>
</tr>
<tr>
<td>ACP2078</td>
<td>Performance Writing</td>
<td>12</td>
</tr>
<tr>
<td>ACP2080</td>
<td>Writing and Reading Place</td>
<td>12</td>
</tr>
</tbody>
</table>

**Public Relations Specialisation**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP1001</td>
<td>Principles and Practice of Public Relations</td>
<td>12</td>
</tr>
<tr>
<td>ACM1010</td>
<td>Introduction to Web Technologies</td>
<td>12</td>
</tr>
<tr>
<td>ACP1002</td>
<td>Public Speaking and Communication</td>
<td>12</td>
</tr>
<tr>
<td>ACP1054</td>
<td>Introduction to Media Writing</td>
<td>12</td>
</tr>
<tr>
<td>ACY2003</td>
<td>Media Management in Public Relations</td>
<td>12</td>
</tr>
<tr>
<td>ACP3051</td>
<td>Writing for Public Relations and Advertising</td>
<td>12</td>
</tr>
<tr>
<td>ACY2005</td>
<td>Communication Research</td>
<td>12</td>
</tr>
<tr>
<td>ACP2079</td>
<td>Publishing Principles and Practice</td>
<td>12</td>
</tr>
<tr>
<td>ACY3001</td>
<td>Public Relations Campaigns and Management</td>
<td>12</td>
</tr>
<tr>
<td>ACY3006</td>
<td>Marketing Communication</td>
<td>12</td>
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</table>

**Digital Media Specialisation**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACM1006</td>
<td>Digital Sound and Video</td>
<td>12</td>
</tr>
<tr>
<td>ACM1009</td>
<td>Visual Design for Digital Media</td>
<td>12</td>
</tr>
<tr>
<td>ACM1010</td>
<td>Introduction to Web Technologies</td>
<td>12</td>
</tr>
<tr>
<td>ACM2003</td>
<td>Interactive Programming</td>
<td>12</td>
</tr>
<tr>
<td>ACM2006</td>
<td>Animation</td>
<td>12</td>
</tr>
<tr>
<td>ACM2007</td>
<td>Innovation Technologies, Research and Application</td>
<td>12</td>
</tr>
<tr>
<td>ACM2008</td>
<td>Dynamic Web Development</td>
<td>12</td>
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</tbody>
</table>
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.

Course Duration: 3 years

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

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 and Knowledge A and 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. Unit areas include Advanced English for Speakers of other Languages, Asian Studies, Chinese, Communication Studies, Cultural Studies, History, Histories of the Present, Japanese, Literary Studies, Performance Studies, Political Science, Sociology of the Global South, Sociology, Spanish and Spanish Studies and also Vietnamese. Students may also undertake units offered at the St Albans campus including from the areas of Communication Studies, Gender Studies, Literary Studies, Media Studies, Organisational Studies, Professional Writing, Psychology, Psychosocial Studies, Social Research Methods, Sociology (of the Global South or Policy Studies) and Visual Art. Students may also undertake units at other Universities with the permission of their study advisor. For a normal full-time load:

An example of Bachelor of Arts Specialisation 1 and Psychology

<table>
<thead>
<tr>
<th>Year 1, Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACX1001 KNOWING AND KNOWLEDGE A</td>
</tr>
<tr>
<td>APP1012 PSYCHOLOGY 1A</td>
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<tr>
<td>Arts First Specialisation - Unit 1</td>
</tr>
<tr>
<td>Arts Elective - Unit 1</td>
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<tr>
<td>Year 1, Semester 2</td>
</tr>
<tr>
<td>ACX1002 KNOWING AND KNOWLEDGE B</td>
</tr>
<tr>
<td>APP1013 PSYCHOLOGY 1B</td>
</tr>
<tr>
<td>Arts First Specialisation - Unit 2</td>
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<tr>
<td>Arts Elective - Unit 2</td>
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<tr>
<td>Year 2, Semester 1</td>
</tr>
<tr>
<td>APP2013 PSYCHOLOGY 2A</td>
</tr>
<tr>
<td>APP2031 DEVELOPMENT ISSUES IN PSYCHOLOGY</td>
</tr>
<tr>
<td>Arts First Specialisation - Unit 3</td>
</tr>
</tbody>
</table>

BACHELOR OF ARTS

Course Code: ABHC

Campus: Footscray Park.

This course is for Continuing students only

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
Course Structure:

- Arts First Specialisation - Unit 4
- Year 2, Semester 2
- APP2014 PSYCHOLOGY 2B 12
- Psychology Elective
- Arts First Specialisation - Unit 5
- Arts Elective - Unit 3
- Year 3, Semester 1
- APP3035 RESEARCH METHODS IN PSYCHOLOGY 12
- APP3036 HISTORY AND THEORIES IN PSYCHOLOGY 12
- Arts First Specialisation - Unit 6
- Arts Elective - Unit 7
- Year 3, Semester 2
- APP3037 CLINICAL ASPECTS OF PSYCHOLOGY 12
- Psychology Elective
- Arts Specialisation - Unit 8
- Plus one of the following Capstone Units:
  - APP3023 PSYCHOLOGICAL ISSUES IN THE WORKPLACE 12
  - ACX3003 PROFESSIONAL AND CAREER DEVELOPMENT 12

Bachelor of Interactive Media (I): A Course Code: ABIM

Campus: Footscray Park, Off-shore.

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 skill 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: Prerequisites: Units 3 and 4 - a study score of at least 20 in English (any). Selection mode: CY12: ENTER and two-stage process with a middle-band of approximately 20%. NONY12: Academic record form, interview. See Extra Requirements for specifics. Middle-band: Completing any of design and visual communication and design = an aggregate two points higher per study, to a maximum of 10 points. Extra Requirements: NONY12: Interview (some applicants only): Details will be provided by telephone or mail to the applicants required to attend. Or Successful completion of Diploma/ Advanced Diploma in related field or as outlined in Pathway Documents

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 (10 units). In addition, students will also be required to complete 5 x communication study units, 3 x Information technology units, 1 x capstone unit and 5 general elective units. To complete the course, students will be required to complete 24 units of study in all. Students entering from the Advanced Diploma of Screen and Media will be awarded 144 credit points.

Core Units:

- ACC1047 CULTURE AND COMMUNICATION 12
- ACC1048 MEDIA, CULTURE AND SOCIETY 12
- ACM1006 DIGITAL SOUND AND VIDEO 12
- ACM1009 VISUAL DESIGN FOR DIGITAL MEDIA 12
- ACM1010 INTRODUCTION TO WEB TECHNOLOGIES 12
- ACM2006 ANIMATION 12
- ACM2003 INTERACTIVE PROGRAMMING 12
- ACM2008 DYNAMIC WEB DEVELOPMENT 12
- ACM2009 INTERNATIONAL DESIGN 12
- ACM2010 INTERACTION STUDIO 12
- ACM2011 COMPUTER SUPPORTED LEARNING 12
- BCO2148 SYSTEMS ANALYSIS 12
- BCO2149 DATABASE SYSTEMS 12
- ACC2014 INTERNATIONAL COMMUNICATION INDUSTRIES 12
- ACC3001 COMMUNICATION GRADUATING PROJECT 1 12
- ACC3002 COMMUNICATION GRADUATING PROJECT 2 12
- ACM2007 INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION 12
- ACM3008 CAREER INTEGRATION 12
- BCO3345 OBJECT ORIENTED SYSTEMS 12

Plus Five Electives

Bachelor of Arts (Computer-Mediated Art) Course Code: ABKC

Campus: St Albans.

This course is for Continuing students only

Course Objectives: The aims of this three-year course are to: develop in students, appropriate theoretical frameworks and studio skills as they relate to computer-mediated and analogue art; develop understanding in students about the relationship between computer-mediated art and analogue art; have students critically analyse and interpret computer-mediated art and analogue art; relate computer-mediated art and analogue art within historical and contemporary frameworks; have students conceive, implement and evaluate artworks to exhibition standard; discern the relationship between art and gender; locate Indigenous and multicultural arts in mainstream art; develop visual arts partnerships between the university and the local community; and provide career options for students in both computer aided art and analogue art.

Course Duration: 3 years

Admission Requirements: Admission to the course is normally on the basis of applicants having successfully completed VCE or equivalent and participation in an interview, which includes a folio presentation. The University’s RPL provisions and Alternate Entry Category will also be applied to applicants other than VCE students.

Course Structure:

The Bachelor of Arts (Computer-Mediated Art) requires students to complete a major in Computer-Mediated Art and a major in Analogue Arts. In addition to these two majors, students will also be required to complete a minor sequence in Digital and...
Analogue Art Theory at first and second year levels. Students will also be required to complete a Cyberculture Studies sequence consisting of Introduction to Cyberculture and Cyberculture Studies at first-year level and The Professional Artist and Graduating Exhibition at third-year level. Students will be required to complete two elective units of study in year two of the program. 

Year 1

AEF1005 SURVEY OF ART 1
AEF1007 INTRODUCTION TO CYBERCULTURE
AEF1001 INTRODUCTION TO DIGITAL ART
AEF1002 DRAWING AND PAINTING
AEF1006 SURVEY OF ART 2
AEF1008 CYBERCULTURE STUDIES
AEF1003 COMPUTING FOR ARTISTS
AEF1004 LIFE DRAWING AND PAINTING
Year 2

AEF2001 ART AND TECHNOLOGY
AEF2002 STILL LIFE DRAWING AND PAINTING
AEF2005 INTRODUCTION TO VIDEO ART
AEF2003 AESTHETICS AND ART CRITICISM
AEF2004 EXPERIMENTAL ART
AEF2006 VIDEO ART

Plus 2 Electives

Year 3, Semester 1

ACF3001 THE DIGITAL ART PUBLICATION 12
ACF3095 THE PROFESSIONAL ARTIST 12
ACF3002 INSTALLATION ART 12

Year 3, Semester 2

ACF3096 COMPUTER MEDIATED ART 12
ACY3004 CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS 12
ACF3097 GRADUATING EXHIBITION 24

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.

Course Duration: 4 years

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

Course Structure

Students must satisfy the following requirements: Successful completion of the Diploma of Liberal Arts (including 4 higher education units); Sixteen higher education units completed in years 3 and 4 of the course; A minimum of 25% of assessment in Learning in the Workplace and Community (LiWC). Students are also encouraged to undertake a semester overseas taking advantage of the University’s Study Abroad program. In this program students undertake 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 SOCIOLOGICAL 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
**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

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**BACHELOR OF ARTS**

**Course Code:** ABXM

**Campus:** St Albans.

This course is for Continuing students only

**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.

**Course Duration:** 3 years

**Admission Requirements:** Satisfactory completion of Year 12 or equivalent with a grade average of 80 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 and Knowledge A and 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, ie at least 16 units must be Arts units; units may be swapped around or completed in a different semester or sequence, as 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

- ACX1003  PROFESSIONAL AND CAREER DEVELOPMENT  12
- First Specialisation - Unit 3
- Second Specialisation - Unit 3
- Elective Unit 3

Year 2, Semester 2

- ACX3006  GRADUATING PROJECT 3  12
- First Specialisation - Unit 4
- Second Specialisation - Unit 4
- Elective Unit 4

Year 3, Semester 1

- ACX3007  GRADUATING PROJECT 4  12
- First Specialisation - Unit 5
- Second Specialisation - Unit 5
- Elective Unit 5

Year 3, Semester 2

- ACX3008  GRADUATING PROJECT 5  12
- First Specialisation - Unit 6
- Second Specialisation - Unit 6
- Elective Unit 6
GRADUATE DIPLOMA IN COMMUNICATION (PUBLIC RELATIONS) (I)
Course Code: AGCO
Campus: City Flinders.

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.

Course Duration: 1 year

Admission Requirements: The admission requirement for the Graduate Diploma 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 Diploma in Communication (Public Relations), students must complete a total of 96 credit points including at least four core units and four electives. If the student intends to apply to enter Master of Communication, they must include ACG5200 Approaches to Research. Master of Communication - Option A: 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 the core units plus electives

Core Units
- ACG5025: MANAGING ORGANISATIONAL COMMUNICATION
- ACG5097: PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY
- ACG5099: PUBLIC RELATIONS WRITING
- ACG5098: MANAGING PUBLIC RELATIONS CAMPAIGNS

Plus one of the following two units:
- ACG5100: ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE
- ACG5200: APPROACHES TO RESEARCH

Possible Communication Electives
- ACG5010: INTERNATIONAL COMMUNICATION
- ACG5050: COMMUNICATION ACROSS CULTURES
- ACG5202: MEDIA AND MEANING
- ACG5203: PRINT AND WEB JOURNALISM
- ACG5204: VIDEO AND DOCUMENTARY
- ACG5205: RADIO FOR THE DIGITAL AGE
- ACG5208: CRISIS AND RISK COMMUNICATION
- ACG5209: PUBLIC HEALTH COMMUNICATION

Business electives are also available unit to timetable availability

Students can articulate to the Master of Communication with four more units of study or Minor Thesis

GRADUATE DIPLOMA IN COMMUNICATION (I)
Course Code: AGCO
Campus: City Flinders, Other.

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.

Course Duration: 1 year

Admission Requirements: The admission requirement for the Graduate Diploma course is a three-year first degree. At the discretion of the selection officer, students who satisfy requirements may be immediately offered a place in the Master of Communication program. 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. Progression to the MComm program from Graduate Diploma.

Course Structure
To qualify for the award of Graduate Diploma in Communication, students must complete a total of 96 credit points.

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

Select units from the following lists:
- ACG5025: MANAGING ORGANISATIONAL COMMUNICATION
- ACG5050: COMMUNICATION ACROSS CULTURES
- ACG5200: APPROACHES TO RESEARCH

(ACG5200 is required for admission to MComm by minor thesis Option B)
- ACG5201: CYBERCULTURES, CYBERSELVES
- ACG5202: MEDIA AND MEANING
- ACG5203: PRINT AND WEB JOURNALISM
- ACG5204: VIDEO AND DOCUMENTARY
- ACG5205: RADIO FOR THE DIGITAL AGE
- ACG5206: CREATIVE WRITING
- ACG5207: COMMUNICATION INTERNSHIP
- ACG5208: CRISIS AND RISK COMMUNICATION
- ACG5209: PUBLIC HEALTH COMMUNICATION

Students may also choose from the following Public Relations and Multimedia units:
- ACG5097: PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY
- ACG5098: MANAGING PUBLIC RELATIONS CAMPAIGNS
- ACG5099: PUBLIC RELATIONS WRITING
- ACG5100: ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE
- ACM5000: WEB TECHNOLOGIES
- ACM5001: INTERACTIVE DESIGN FOR A GLOBAL WORLD
- ACM5002: DIGITAL AUDIO AND VIDEO PRODUCTION
The following Advanced English for Speakers of Other Languages (AESOL) units are only available to eligible students:

- ACA5007: COMMUNICATION FOR ACADEMIC PURPOSES A
- ACA5008: COMMUNICATION FOR ACADEMIC PURPOSES B
- ACA5016: ENGLISH AS AN INTERNATIONAL LANGUAGE
- ACA5018: ENGLISH IN SPOKEN INTERACTION

**GRADUATE DIPLOMA IN MULTIMEDIA (I)**

**Course Code:** AGMM  
**Campus:** City Flinders.

**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.

**Course Duration:** 1 year  
**Admission Requirements:**

**Course Structure**

- ACM5000: WEB TECHNOLOGIES 12  
- ACM5001: INTERACTIVE DESIGN FOR A GLOBAL WORLD 12  
- ACM5002: DIGITAL AUDIO AND VIDEO PRODUCTION 12  
- ACG5201: CYBERCULTURES, CYBERSELVES 12  
- ACM5003: INTERDISCIPLINARY PROJECT 12  
- ACG5200: APPROACHES TO RESEARCH 12  
- ACG5050: COMMUNICATION ACROSS CULTURES 12  

Elective 1 (from Communication or Business)

**Recommended Electives**

- ACG5100: ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE 12  
- ACG5202: MEDIA AND MEANING 12  
- ACG5209: PUBLIC HEALTH COMMUNICATION 12  
- ACG5203: PRINT AND WEB JOURNALISM 12  
- ACG5010: INTERNATIONAL COMMUNICATION 12  

**Examples of Communication Electives**

- ACG5100: ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE 12  
- ACG5202: MEDIA AND MEANING 12  
- ACG5209: PUBLIC HEALTH COMMUNICATION 12  
- ACG5203: PRINT AND WEB JOURNALISM 12  
- ACG5010: INTERNATIONAL COMMUNICATION 12  

**Examples of Business Electives**

- BAO6504: ACCOUNTING FOR MANAGEMENT 12  
- BAO5534: BUSINESS FINANCE 12  

**GRADUATE DIPLOMA IN MODERN LANGUAGES**

**Course Code:** AGXL  
**Campus:** Footscray Park.

**Course Objectives:** At the conclusion of the course students should: have enhanced bilingual skills and cognitive abilities; 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 units 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.

**Course Duration:** 3 years  
**Admission Requirements:** Normally applicants will have completed an undergraduate degree. However, applicants who do not possess an undergraduate degree, but who demonstrate ability and motivation to take up study at this level, may be considered.

**Course Structure**

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

**Asian Languages**

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

**Chinese/Mandarin**

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

**Year 1**

- ACZ1001: CHINESE 1A 12
- ACZ1002: CHINESE 1B 12

**Year 2**

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

**Year 3**

- ACZ3001: CHINESE 3A 12
- ACZ3002: CHINESE 3B 12
- ACZ3032: CHINESE CALLIGRAPHY 12

**Additional Units Offered:**

- ACZ3012: CHINESE FILM AND STORIES 12
- ACZ3021: CHINESE LANGUAGE AND SOCIETY 12
- ACZ3031: BUSINESS CHINESE 12
- ACKX2001: INTERNATIONAL STUDY 12
- ACKX3002: SPECIAL PROJECT 12

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

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

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

Year 3
- ACS3085 ADVANCED SPANISH TEXT AND CONTEXT
- ACS3087 LANDSCAPE, MEMORY AND IDENTITY IN LATIN AMERICAN LITERATURE

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

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

BACHELOR OF CREATIVE ARTS (HONOURS) (I)

Course Code: AHCA

Campus: St Albans, Footscray Park.

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.

Course Duration: 1 year

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

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
- ACI4001 PRACTICE-LED RESEARCH METHODOLOGY
- ACI4002 HONOURS INDIVIDUAL CREATIVE PROJECT A
- ACI4003 HONOURS INDIVIDUAL CREATIVE PROJECT B
- ACI4004 HONOURS SPECIAL STUDY RESEARCH PROJECT
**BACHELOR OF ARTS (HONOURS) COMPUTER MEDIATED ART AND MULTIMEDIA**

Course Code: AHCMA

Campus: St Albans.

This course is for Continuing students only

Course Objectives: The Bachelor of Arts (Honours) Computer Mediated Art and Multimedia aims to prepare students for postgraduate study, or to enter the workforce as a professional practitioner, capable of participating in their field at a high level. They will be able to clearly articulate their concerns and clarify their specific area of interest for further development.

Course Duration: 1 year

Admission Requirements: Students who have completed either the Bachelor of Arts (Computer Mediated Art), the Bachelor of Arts (Multimedia) or an equivalent degree must normally have obtained an average of Distinction or equivalent at second and third year level. All external applicants will be assessed on presentation of a folio and formal interview. All applicants are required to write a research proposal of approximately 500 words in which they briefly describe their intended studio/lab project including ideas informing the project, materials and technology required and any particular facilities needed for successful completion of the project.

Course Structure

Students must successfully complete the four units of study: ASH4003 Key Debates in the Humanities and Social Sciences, ACF4101Honours Individual Creative Project A, ACF4102Honours Individual Creative Project B and ACF4103 Honours Special Study Research Project. This involves completing a major project and writing an exegesis.

Semester 1

ASH4003 KEY DEBATES IN THE HUMANITIES AND SOCIAL SCIENCES 24
ACF4101 HONOURS INDIVIDUAL CREATIVE PROJECT A 24

Semester 2

ACF4102 HONOURS INDIVIDUAL CREATIVE PROJECT B 24
ACF4103 HONOURS SPECIAL STUDY RESEARCH PROJECT 24

**MASTER OF ARTS IN COMMUNICATION**

Course Code: AMCO

Campus: City Flinders.

This course is for Continuing students only

Course Objectives: The Master of Arts in Communication has been designed to provide the appropriate education for a broad range of graduates who are seeking to participate in their field at a high level. They will be able to clearly articulate their concerns and clarify their specific area of interest for further development.

Course Duration: 1.5 years

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

Course Structure

To qualify for the award of Master of Arts in Communication, students must complete a total of 144 credit points. Master of Arts - Option A Graduate Diploma (8 units of study) plus 4 additional standard units of study = 4x12 credit points (students may complete these units of study within one semester if full-time or 2 units of study per semester if part-time) OR Master of Arts - Option B Graduate Diploma (8 units of study) plus ACG6015 Minor Thesis (full-time for one semester) = 48 credit points OR ACG6020 Minor Thesis (part-time across two semesters) = 2x24 credit points.

Communication Stream - undertake a minimum of four units of study:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG5010</td>
<td>INTERNATIONAL COMMUNICATION</td>
<td>12</td>
</tr>
<tr>
<td>ACG5202</td>
<td>MEDIA AND MEANING</td>
<td>12</td>
</tr>
<tr>
<td>ACG5205</td>
<td>RADIO FOR THE DIGITAL AGE</td>
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<tr>
<td>ACG5204</td>
<td>VIDEO AND DOCUMENTARY</td>
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<tr>
<td>ACG5208</td>
<td>CRISIS AND RISK COMMUNICATION</td>
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</tr>
<tr>
<td>ACG5209</td>
<td>PUBLIC HEALTH COMMUNICATION</td>
<td>12</td>
</tr>
<tr>
<td>ACG5097</td>
<td>PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY</td>
<td>12</td>
</tr>
<tr>
<td>ACP4003</td>
<td>ORGANISATIONAL PSYCHOLOGY 1</td>
<td>12</td>
</tr>
<tr>
<td>ACG5050</td>
<td>COMMUNICATION ACROSS CULTURES</td>
<td>12</td>
</tr>
<tr>
<td>ACG5201</td>
<td>CYBERCULTURES, CYBERSELVES</td>
<td>12</td>
</tr>
</tbody>
</table>

Writing Stream - undertake a minimum of four units of study:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG5206</td>
<td>CREATIVE WRITING</td>
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<tr>
<td>ACG5099</td>
<td>PUBLIC RELATIONS WRITING</td>
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</tr>
<tr>
<td>ACG5203</td>
<td>PRINT AND WEB JOURNALISM</td>
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<tr>
<td>AESOL Stream</td>
<td>- undertake a minimum of 4 units of study</td>
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</table>

AESOL Stream - undertake a minimum of 4 units of study:

<table>
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<tbody>
<tr>
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<tr>
<td>ACA5018</td>
<td>ENGLISH IN SPOKEN INTERACTION</td>
<td>12</td>
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<tr>
<td>ACA5016</td>
<td>ENGLISH AS AN INTERNATIONAL LANGUAGE</td>
<td>12</td>
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<tr>
<td>ACA5008</td>
<td>COMMUNICATION FOR ACADEMIC PURPOSES B</td>
<td>12</td>
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<tr>
<td>ACG5200</td>
<td>APPROACHES TO RESEARCH</td>
<td>12</td>
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</tbody>
</table>

**MASTER OF COMMUNICATION (I)**

Course Code: AMCO


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.

Course Duration: 1.5 years

Admission Requirements: The admission requirement for the Graduate Diploma and Graduate Certificate courses is a three-year first degree. Students who have completed the requirements of a relevant graduate certificate or graduate diploma with at least four distinction grades are eligible to apply to progress to the Master of Communication. At the discretion of the selection officer, students who satisfy entry requirements may be immediately offered a place in the Master of Communication program. 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 Master of Communication, students must complete a total of 144 credit points. Master of Communication - Option AEight 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 BEight units of study (students who have met the requirements of the graduate diploma will have completed these units) plus Four additional standard units of study = 4x12 credit points. (Students may complete these units of study within one semester if full-time or two units of study per semester if part-time). OR Master of Communication - Option C (specialising in Public Relations) Completion of the requirements of Graduate Diploma in Communication (Public Relations) (AGCA) plus ACG6015 Minor Thesis (full-time for one semester) = 48 credit points; or ACG6020 Minor Thesis (part-time for two semesters) = 2x24 credit points. The Minor Thesis must be on a Public Relations topic. This option is accredited with the Public Relations Institute of Australia (PRIA) and graduates will be eligible for membership of the PRIA.

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

Select units from the following lists:
ACG5025 MANAGING ORGANISATIONAL COMMUNICATION 12
ACG5050 COMMUNICATION ACROSS CULTURES 12
ACG5200 APPROACHES TO RESEARCH 12

*(ACG5200 is required for admission to MComm by minor thesis Options A and C)*

*YEAR 1 SEMESTER 1*
ACG5201 CYBERCULTURES, CYBERSELVES 12
ACG5202 MEDIA AND MEANING 12
ACG5203 PRINT AND WEB JOURNALISM 12
ACG5204 VIDEO AND DOCUMENTARY 12
ACG5205 RADIO FOR THE DIGITAL AGE 12
ACG5206 CREATIVE WRITING 12
ACG5207 COMMUNICATION INTERNSHIP 12
ACG5208 CRISIS AND RISK COMMUNICATION 12
ACG5209 PUBLIC HEALTH COMMUNICATION 12
ACG5210 COMMUNICATION PROJECT 12
ACG5097 PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY 12
ACG5098 MANAGING PUBLIC RELATIONS CAMPAIGNS 12
ACG5099 PUBLIC RELATIONS WRITING 12
ACG5100 ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE 12
ACM5000 WEB TECHNOLOGIES 12
ACM5001 INTERACTIVE DESIGN FOR A GLOBAL WORLD 12
ACM5002 DIGITAL AUDIO AND VIDEO PRODUCTION 12

The following Advanced English for Speakers of Other Languages (AESOL) units are only available to eligible students
ACAS007 COMMUNICATION FOR ACADEMIC PURPOSES A 12
ACAS018 ENGLISH IN Spoken INTERACTION 12
ACAS016 ENGLISH AS AN INTERNATIONAL LANGUAGE 12
ACAS008 COMMUNICATION FOR ACADEMIC PURPOSES B 12

Students taking Option A or C must also enrol in either:
If full-time students must enrol in the following unit for one semester:
ACG6015 MINOR THESIS (FULL-TIME) 48
If part-time students must enrol in the following unit for two semesters:
ACG6020 MINOR THESIS (PART-TIME) 24

**MASTER OF PROFESSIONAL AND ORGANISATIONAL COMMUNICATION (I)**

Course Code: AMCP

Campus: City Flinders.

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

Course Duration: 2 years

Admission Requirements: The admission requirement is a three-year first degree with an IELTS of at least 6.5.

Course Structure

To qualify for the award of Master of Professional and Organisational Communication, students must complete 192 credit points comprising: Five core coursework units - ACG5010, ACG5025, ACG5001, ACG5002 and ACG5003 (24 point internship unit) - 72 credit points Four units from the Recommended Units list - 48 credit points Two electives - 24 credit points Minor thesis - ACG6015, 6020 (full-time, part-time) OR a further four units from the Recommended Units list - 48 credit points

**YEAR 1 SEMESTER 1**
ACG5010 INTERNATIONAL COMMUNICATION 12
ACG5025 MANAGING ORGANISATIONAL COMMUNICATION 12

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

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

**YEAR 2 SEMESTER 1**
Students undertaking the minor thesis option would enrol in the following units:
Full-time students enrol in:
ACG6015 MINOR THESIS (FULL-TIME) 48

OR

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

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

RECOMMENDED UNITS LIST
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
(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
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

Option C
Professional Project
Plus one additional elective
Examples of recommended Communication Electives
ACG5010  INTERNATIONAL COMMUNICATION  12
ACG5100  ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE  12
ACG5202  MEDIA AND MEANING  12
ACG5203  PRINT AND WEB JOURNALISM  12
ACG5209  PUBLIC HEALTH COMMUNICATION  12

Examples of recommended Business Electives
BAO5534  BUSINESS FINANCE  12
BAO6504  ACCOUNTING FOR MANAGEMENT  12

DOCTOR OF PHILOSOPHY (I)
Course Code: APSD
Campus: Other, Dependent upon supervision.

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.

Course Duration: 4 years

Admission Requirements: 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 admission requirements may be admitted upon demonstration of exceptional background and experience. Initial contact should be made with the CATA Higher Degrees Research Coordinator to clarify their proposed area of research. Applicants will need to discuss availability of suitable supervision for their program and any facilities or support they will require.

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) (I)
Course Code: ARXF
Campus: Other, Dependent upon supervision.

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;
Course Objectives: Graduates will be confident of their capacity to enter or progress careers requiring a range of public relations business requirements in all types of organisations. Knowledge and skills for professionals to successfully undertake and complete the postgraduate program in Public Relations provides the understanding of their area of research. It is expected that many Masters by Research students will undertake approved concurrent coursework units of study to enhance their knowledge and understanding of their area of research.

Students may undertake also an appropriate research unit, normally in the first semester of study.

GRADUATE CERTIFICATE IN COMMUNICATION (PUBLIC RELATIONS) (I)

Course Code: ATCA

Campus: City Flinders.

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.

Course Duration: 0.5 years

Admission Requirements: 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. Special consideration for admission will be given to students with disabilities.

Course Structure

To qualify for the award of Graduate Certificate in Communication (Public Relations), students must complete a total of 48 credit points.

Communication Stream - undertake up to four units of study:

ACG5010 INTERNATIONAL COMMUNICATION 12
ACG5029 MEDIA AND MEANING 12
ACG5029 RADIO FOR THE DIGITAL AGE 12
ACG5024 VIDEO AND DOCUMENTARY 12
ACG5028 CRISIS AND RISK COMMUNICATION 12
ACG5029 PUBLIC HEALTH COMMUNICATION 12
ACG5097 PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY 12
APA4003 ORGANISATIONAL PSYCHOLOGY I 12
ACG5050 COMMUNICATION ACROSS CULTURES 12
ACG5201 CYBERCULTURES, CYBERSELVES 12
ACG5206 CREATIVE WRITING 12
ACG5099 PUBLIC RELATIONS WRITING 12
ACG5023 PRINT AND WEB JOURNALISM 12
AESOL Stream - undertake up to 4 units of study:

ACA5007 COMMUNICATION FOR ACADEMIC PURPOSES A 12
ACA5018 ENGLISH IN SPOKEN INTERACTION 12
ACA5016 ENGLISH AS AN INTERNATIONAL LANGUAGE 12
ACA5008 COMMUNICATION FOR ACADEMIC PURPOSES B 12
ACG5200 APPROACHES TO RESEARCH 12

GRADUATE CERTIFICATE IN COMMUNICATION (I)

Course Code: ATCO

Campus: City Flinders.

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

Course Structure

The postgraduate program in Communication has been designed to provide the appropriate education for a broad range of graduates who are seeking to further their knowledge and analysis of communication to equip them for positions with greater responsibility for research, policy development and management.

Course Duration: 0.5 years

Admission Requirements: The admission requirement for the Graduate Certificate courses 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. Special consideration for admission will be given to students with disabilities.

Course Structure

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

Communication Stream - undertake up to four units of study:

ACG5010 INTERNATIONAL COMMUNICATION 12
ACG5029 MEDIA AND MEANING 12
ACG5029 RADIO FOR THE DIGITAL AGE 12
ACG5024 VIDEO AND DOCUMENTARY 12
ACG5028 CRISIS AND RISK COMMUNICATION 12
ACG5029 PUBLIC HEALTH COMMUNICATION 12
ACG5097 PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY 12
APA4003 ORGANISATIONAL PSYCHOLOGY I 12
ACG5050 COMMUNICATION ACROSS CULTURES 12
ACG5201 CYBERCULTURES, CYBERSELVES 12
ACG5206 CREATIVE WRITING 12
ACG5099 PUBLIC RELATIONS WRITING 12
ACG5023 PRINT AND WEB JOURNALISM 12
AESOL Stream - undertake up to 4 units of study:

ACA5007 COMMUNICATION FOR ACADEMIC PURPOSES A 12
ACA5018 ENGLISH IN SPOKEN INTERACTION 12
ACA5016 ENGLISH AS AN INTERNATIONAL LANGUAGE 12
ACA5008 COMMUNICATION FOR ACADEMIC PURPOSES B 12
ACG5200 APPROACHES TO RESEARCH 12
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.

**Course Duration:** 0.5 years

**Admission Requirements:** The admission requirement for the Graduate Certificate courses 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, students must complete a total of 48 credit points. 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.

**Course Objectives:**

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

**Course Duration:** 0.5 years

**Admission Requirements:** 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**

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

**GRADUATE CERTIFICATE IN PROFESSIONAL ENGLISH COMMUNICATION (I)**

**Course Code:** ATEC

**Campus:** City Flinders.

**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.

**Course Duration:** 0.5 years

**Admission Requirements:**

**Course Structure**

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

**GRADUATE CERTIFICATE IN MULTIMEDIA (I)**

**Course Code:** ATMM

**Campus:** City Flinders.

**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.

**Course Duration:** 0.5 years

**Admission Requirements:**

**Course Structure**

- ACM5000 WEB TECHNOLOGIES 12
- ACM5001 INTERACTIVE DESIGN FOR A GLOBAL WORLD 12
- ACM5002 DIGITAL AUDIO AND VIDEO PRODUCTION 12
- ACG5201 CYBERCULTURES, CYBERSELVES 12

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**FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT**

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**GRADUATE CERTIFICATE IN PROFESSIONAL ENGLISH COMMUNICATION (I)**

**Course Code:** ATEC

**Campus:** City Flinders.

**Course Objectives:** 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**

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

**GRADUATE CERTIFICATE IN MULTIMEDIA (I)**

**Course Code:** ATMM

**Campus:** City Flinders.

**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.

**Course Duration:** 0.5 years

**Admission Requirements:**

**Course Structure**

- ACM5000 WEB TECHNOLOGIES 12
- ACM5001 INTERACTIVE DESIGN FOR A GLOBAL WORLD 12
- ACM5002 DIGITAL AUDIO AND VIDEO PRODUCTION 12
- ACG5201 CYBERCULTURES, CYBERSELVES 12
**BACHELOR OF ARTS - PERFORMANCE AND MULTIMEDIA**

Course Code: HBPC

Campus: 

This course is for Continuing students only

**Course Objectives:** The course aims to: provide a balanced exposure to all academic and professional areas of contemporary multimedia and performance making and their interrelationships; increase students' critical awareness and understanding of new media, contemporary performance, and their interrelationships; develop, consolidate, and refine students' compositional and technical skills in performance and multimedia production, including improvisation; voice; movement; web-design and authoring; animation; digital sound design; graphics; file formatting, compression, and cross-platform production; produce multi-skilled performance and multimedia makers who can adapt to the changing needs of industry, commerce, and community, taking the lead in addressing the social and artistic issues that are arising in the postmodern, electronic world.

**Course Duration:** 3 years

**Admission Requirements:** To qualify for admission to the course, applicants must have successfully completed the Victorian Certificate of Education (VCE), or equivalent, with a pass in Units 3 and 4 and a score of at least 20 in English. Applicants who do not meet the normal entry requirements, but who possess appropriate educational qualifications, work or life experience, which would enable them to successfully undertake the course, will be considered for admission.

**Course Structure**

**Year 1, Semester 1**

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<td>GROUND, SELF AND OTHERS: EMBODIED ETHICS</td>
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<td>VISUAL DESIGN FOR DIGITAL MEDIA</td>
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<td>ACM1008</td>
<td>INTRODUCTION TO WEB PRODUCTION</td>
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<tr>
<td>ACT1102</td>
<td>PERFORMANCE (RE)MAKING</td>
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**Year 1, Semester 2**

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<td>ACM1007</td>
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<tr>
<td>ACM1006</td>
<td>DIGITAL SOUND AND VIDEO</td>
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**Year 2, Semester 1**

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<td>EXPERIENTIAL ANATOMY FOR DANCE</td>
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<td>ACT2008</td>
<td>PERFORMANCE STUDIO D</td>
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</tr>
<tr>
<td>ACT2002</td>
<td>CRITICAL PRACTICE A</td>
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**Year 2, Semester 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ACM2007</td>
<td>INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION</td>
<td>12</td>
</tr>
<tr>
<td>ACT2005</td>
<td>PERFORMANCE STUDIO A</td>
<td>12</td>
</tr>
<tr>
<td>ACT2022</td>
<td>PERFORMANCE HISTORIES</td>
<td>12</td>
</tr>
<tr>
<td>ACT2002</td>
<td>CRITICAL PRACTICE A</td>
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**Year 3, Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACM3003</td>
<td>DVD AND SCRIPT DEVELOPMENT</td>
<td>12</td>
</tr>
<tr>
<td>ACT2006</td>
<td>PERFORMANCE STUDIO B</td>
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<tr>
<td>ACT3020</td>
<td>PERFORMANCE RESEARCH</td>
<td>12</td>
</tr>
<tr>
<td>ACT3027</td>
<td>THE BODY AND REPRESENTATION</td>
<td>12</td>
</tr>
</tbody>
</table>

**BACHELOR OF ARTS - PERFORMANCE STUDIES**

Course Code: HBPW

Campus: 

This course is for Continuing students only

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

**Course Duration:** 3 years

**Admission Requirements:** To qualify for admission to the course applicants must have successfully completed the Victorian Certificate of Education (VCE), or equivalent, with a pass in Units 3 and 4 English. Applicants who do not meet the normal admission requirements but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission.

**Course Structure**

**Year 1, Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACT1001</td>
<td>GROUND, SELF AND OTHERS: EMBODIED ETHICS</td>
<td>12</td>
</tr>
<tr>
<td>ACT1002</td>
<td>PERFORMANCE (RE)MAKING</td>
<td>12</td>
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<tr>
<td>AHP1012</td>
<td>TECHNOLOGY: LIGHTING AND SOUND</td>
<td>12</td>
</tr>
<tr>
<td>AHP1013</td>
<td>ARCHIVE 1</td>
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**Year 1, Semester 2**

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<th>Course Title</th>
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<tr>
<td>AHP1202</td>
<td>PERFORMANCE IMPROVISATION 1</td>
<td>12</td>
</tr>
<tr>
<td>ACT3026</td>
<td>PERFORMANCE AND IDENTITY</td>
<td>12</td>
</tr>
<tr>
<td>ACM1007</td>
<td>ANIMATION</td>
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<tr>
<td>ACM1006</td>
<td>DIGITAL SOUND AND VIDEO</td>
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**Year 2, Semester 1**

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<td>ACT2001</td>
<td>PERFORMANCE: SELF</td>
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<tr>
<td>AHP2104</td>
<td>PHILOSOPHICAL PROVOCATIONS</td>
<td>12</td>
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<td>ACT2008</td>
<td>PERFORMANCE STUDIO D</td>
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<tr>
<td>ACT2005</td>
<td>EXPERIENTIAL ANATOMY FOR DANCE</td>
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**Year 2, Semester 2**

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<tr>
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<tbody>
<tr>
<td>ACT2003</td>
<td>PERFORMANCE: OTHERS</td>
<td>12</td>
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<tr>
<td>ACT2022</td>
<td>PERFORMANCE HISTORIES</td>
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</tr>
<tr>
<td>ACT2005</td>
<td>PERFORMANCE STUDIO A</td>
<td>12</td>
</tr>
<tr>
<td>ACT2002</td>
<td>CRITICAL PRACTICE A</td>
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**Year 3, Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ACT2006</td>
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**Year 3, Semester 2**

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<th>Course Title</th>
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<tr>
<td>ACC3001</td>
<td>COMMUNICATION GRADUATING PROJECT 1</td>
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</tr>
<tr>
<td>ACT3022</td>
<td>PERFORMANCE PRACTICUM</td>
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<tr>
<td>ACT3023</td>
<td>PERFORMANCE IMPROVISATION 2</td>
<td>12</td>
</tr>
<tr>
<td>ACT3025</td>
<td>GRADUATING SEMINAR ARCHIVE 2</td>
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</table>
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

ACT3020  PERFORMANCE RESEARCH  12
ACT3027  THE BODY AND REPRESENTATION  12
ACT2004  CRITICAL PRACTICE B  12
Year 3, Semester 2
ACT3022  PERFORMANCE PRACTICUM  12
ACT3023  PERFORMANCE IMPROVISATION 2  12
ACT3025  GRADUATING SEMINAR ARCHIVE 2  12
ACT2002  CRITICAL PRACTICE A  12

Plus Graduating Seminar unit of study

BACHELOR OF ARTS (HONOURS) - PERFORMANCE STUDIES
Course Code:  HHPW
Campus:  Footscray Park.
This course is for Continuing students only

Course Objectives:  The aims of the course are to: promote the development of performance related research and professional expertise beyond the pass degree level; prepare students for entry into performance research oriented graduate courses in performance studies; promote the development of independent and innovative performance makers.

Course Duration:  1 year

Admission Requirements:  To qualify for admission to the course, applicants must have successfully completed the University’s Bachelor of Arts - Performance Studies, or equivalent, with a Credit (C) average and a Distinction (D) in units of study directly 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 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) - Performance Studies students must pass the project and provide a copy of appropriate documentation to the Honours Co-ordinator.

Year 1, Semester 1
ACT4020  HONOURS PROJECT (FULL-TIME)  48
Or if studying part-time
ACT4021  HONOURS PROJECT (PART-TIME)  24

Year 1, Semester 2
ACT4020  HONOURS PROJECT (FULL-TIME)  48
Or if studying part-time
ACT4021  HONOURS PROJECT (PART-TIME)  24

Students approved to undertake the Honours year on a part-time basis will normally be required to enrol in ACT4021 Honours Project (Part-Time) over four semesters

BACHELOR OF MUSIC (PERFORMANCE)
Course Code:  UBMC
Campus:  St Albans.
This course is for Continuing students only

Course Objectives:  The course is designed to provide students with skills in contemporary music performance, composition and technology within an academic environment. Students undertake practical and theoretical studies with emphasis placed on developing creativity in these areas. Graduates will also be able to listen perceptively and communicate clearly about music, possess a working knowledge of the interrelationship between the history, theory and practice of music and appreciate and understand a variety of musical styles.

Course Duration:  2 years

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

Course Structure
Students in this course will be required to complete all core principal study, performance study, music study and music elective units (1 per semester). To be awarded a degree of Bachelor of Music (Performance) students must successfully complete a total of 192 credit points as well as hold the requisite Diploma (or equivalent).

Year 1
Completion of a nationally recognised Diploma (or equivalent) in the appropriate field of study (see above)

Year 2, Semester 1
UMC2011  PRINCIPAL STUDY 2. 1  12
UMC2021  PERFORMANCE SEMINAR 2. 1  6
UMC2061  ENSEMBLE 2. 1  6
UMC2031  MUSIC MATERIALS 2. 1  6
UMC2070  MUSIC TECHNOLOGY 2  6
UMC2075  MUSIC IN SOCIETY 2  6
Plus one of the following three units:
UMT2110  SOUND DESIGN 2  6
UMC2220  ARRANGING 2  6
UMT2030  REMIXING 2  6

Year 2, Semester 2
UMC2012  PRINCIPAL STUDY 2. 2  12
UMC2022  PERFORMANCE SEMINAR 2. 2  6
UMC2062  ENSEMBLE 2. 2  6
UMC2032  MUSIC MATERIALS 2. 2  6
UMC2051  COMPOSITION 2  6
UMC2090  IMPROVISATION 2  6
Plus one of the following three units:
UMC2212  NEGOTIATED PROJECT 2  6
UMT2232  MULTIMEDIA APPLICATIONS 6
UMC2230  MUSIC DIRECTION - PRODUCTION 2  6

Year 2, Semester 2
UMC3011  PRINCIPAL STUDY 3. 1  12
BACHELOR OF MUSIC (TECHNOLOGY)

Course Code: UBMT

Campus: St Albans.

This course is for Continuing students only.

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

Course Duration: 2 years

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

Course Structure

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

Year 1

Completion of a nationally recognised Diploma (or equivalent) in the appropriate field of study (see above)

Year 2, Semester 1

UMT2041 INDEPENDENT STUDY 2. 1 12
UMT2100 ADVANCED PHYSICS AND PSYCHOACOUSTICS 12

Year 2, Semester 2

UMT3042 INDEPENDENT STUDY 3. 2 12
UMT3052 ADVANCED SYNCHRONISATION 6
UMT3032 REMIXING 3. 2 12
UMT3062 INTERNET AND STREAMING AUDIO 3. 2 6
UMT3075 MUSIC IN SOCIETY 3 6

Plus one of the following two units:

UMT3100 REALTIME INTERACTIVE PERFORMANCE SYSTEMS 6

Year 3, Semester 1

UMT3041 INDEPENDENT STUDY 3. 1 12
UMT3011 ADVANCED ACOUSTICAL DESIGN 6
UMT3031 REMIXING 3. 1 12
UMT3061 INTERNET AND STREAMING AUDIO 3. 1 6
UMT3096 MUSIC BUSINESS 6

Plus one of the following two units:

UMC3220 ARRANGING 3 6

Year 3, Semester 2

UMT3100 REALTIME INTERACTIVE PERFORMANCE SYSTEMS 6

Plus one of the following two units:

UMT3042 INDEPENDENT STUDY 3. 2 12
UMT3052 ADVANCED SYNCHRONISATION 6
UMT3032 REMIXING 3. 2 12
UMT3062 INTERNET AND STREAMING AUDIO 3. 2 6
UMT3075 MUSIC IN SOCIETY 3 6

Plus one of the following two units:

UMT3100 REALTIME INTERACTIVE PERFORMANCE SYSTEMS 6

UMT3041 INDEPENDENT STUDY 3. 1 12
UMT3011 ADVANCED ACOUSTICAL DESIGN 6
UMT3031 REMIXING 3. 1 12
UMT3061 INTERNET AND STREAMING AUDIO 3. 1 6
UMT3096 MUSIC BUSINESS 6

Plus one of the following two units:

UMC3220 ARRANGING 3 6

Year 3, Semester 2

UMT3042 INDEPENDENT STUDY 3. 2 12
UMT3052 ADVANCED SYNCHRONISATION 6
UMT3032 REMIXING 3. 2 12
UMT3062 INTERNET AND STREAMING AUDIO 3. 2 6
UMT3075 MUSIC IN SOCIETY 3 6

Plus one of the following two units:

UMT3100 REALTIME INTERACTIVE PERFORMANCE SYSTEMS 6

UMC3230 MUSIC DIRECTION - PRODUCTION 3 6
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 designed 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

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

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

- ACC2001  COMMUNICATION TECHNOLOGIES IN CONTEXT  12
- ACC2005  DIGITAL CULTURE AND COMMUNICATION  12
- ACC2014  INTERNATIONAL COMMUNICATION INDUSTRIES  12
- ACC3006  MEDIA AUDIENCES  12
- ACC3041  LANGUAGE AND SOCIETY  12
- ACC3045  VIDEO PRODUCTION  12
- ACC3046  COMMUNICATING WITH RADIO  12
- ACC3047  COMMUNICATING IN ORGANISATIONS  12
- ACC3052  COMMUNICATION AND CULTURAL DIVERSITY  12
- ACC3056  ADVANCED MEDIA PRODUCTION  12
- ACC3062  FILM AND TELEVISION FORMATS  12
- ACP2078  PERFORMANCE WRITING  12
- ACP3049  WRITING AND PRODUCING THE DOCUMENTARY  12

ASPCOM  COMMUNICATION STUDIES

Locations: St Albans, Footscray Park.

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

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

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

- ACL2050  CHILDREN’S TEXTS  12
- ACL3014  WRITING SELVES  12
- ACP2001  WEB JOURNALISM  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:** St Albans, Footscray Park.

The Digital Media Specialisation is a three year program of study with a focus on digital media technologies including DVD, internet, digital video and dynamic web development. The specialisation aims to equip students with practical skills and theoretical understanding of digital media technology. Students will acquire skills in all areas of multimedia production. The specialisation includes units of study in 2D animation, digital video production, special effects, web site design, programming and construction, DVD authoring, script development and a personal choice graduating final project. Industry placement opportunities for students in the final year provide practical experience and contacts in industry. Industry professionals teach all multimedia units. They are highly skilled in creative content development and technical areas of production. Specialist industry guests are invited to speak on a regular basis. Specialist projects involving students in community and industry based activities are frequently run in conjunction with other unit choices. Practical workshops provide small group access to industry standard laboratory facilities and personal attention from workshop tutors.

**SPECIALISATION REQUIREMENTS** Students are required to complete SIX units including the two first-year units, and at least two Second/Third Year ACM-coded units.

**CORE UNITS**

**First Year Only**

- ACM1006  **DIGITAL SOUND AND VIDEO**  
- ACM1009  **VISUAL DESIGN FOR DIGITAL MEDIA**

**Second and/or Third Year**

- ACM2003  **INTERACTIVE PROGRAMMING**  
- ACM2006  **ANIMATION**  
- ACM2007  **INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION**  
- ACM2008  **DYNAMIC WEB DEVELOPMENT**  
- ACC2010  **TELEVISION PRODUCTION**  
- ACC2011  **RADIO PRODUCTION**  
- ACP3049  **WRITING AND PRODUCING THE DOCUMENTARY**

**ASPLGEN**  
**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 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 knowing across many fields of academic inquiry. The Gender Studies specialisation provides students with a critical education in major theories and applications of the place of gender. The introductory units in first year position gender in contemporary society from social and cultural perspectives. The 2nd and 3rd year units enable interdisciplinary studies across history, literary studies, politics, education, feminist theory, media studies and other fields. Understanding of the implications of gender in today’s society is most important in all areas of work, which deal with people.

**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**

- ACW1020  **SEX AND GENDER**
- ACW1021  **FASHIONING GENDER**

**Second and/or Third Year**

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

**ASPLIT**  
**LITERARY STUDIES**  
**Locations:** St Albans, Footscray Park.

The specialisation in Literary Studies introduces students to a broad range of literary texts and ways of reading them. The emergence of modern literary theories and ways of understanding literary texts and “literature” itself has had an enormous influence on the way in which we think about our language and society, history and culture, politics and identity. Literary Studies helps students develop essential critical skills that strengthen their ability to contribute to a broad range of issues and debates. From Jane Austen to Christos Tsolkas, Old 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**  
- ACL1002  **STUDYING POETRY AND POETICS**

**Second and/or Third Year**

- ACL2006  **TRANSNATIONAL INDIGENOUS LITERATURE: ABOORIGINAL, NATIVE NORTH AMERICAN AND MAORI WRITING**  
- ACL2007  **ROMANCE AND REALISM**  
- ACL2009  **AUSTRALIAN LITERATURE**  
- ACL2050  **CHILDREN’S TEXTS**  
- ACL3007  **RE-PRESENTING EMPIRE: LITERATURE AND POSTCOLONIALISM**  
- ACL3014  **WRITING SELVES**  
- ACL3016  **WORKING CLASS WRITING**
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
ACP2067 CULTURE AND COMMUNICATION 12
ACP2080 WRITING AND READING PLACE 12

Second and/or Third Year
ACP3002 PERFORMANCE WRITING 12
ACP3049 WRITING AND PRODUCING THE DOCUMENTARY 12

professional writing, and performance studies. You do not need prior experience or knowledge to enrol in music studies. However an interest in music is essential, and some familiarity with a musical instrument or music production is advantageous.

To complete this specialisation, students are required to complete a minimum of SIX (6) units of study. Units ACO1007 and ACO1008 are compulsory.

CORE UNITS
ACO1007 TECHNOLOGY OF SOUND AND MUSIC 12
ACO1008 MUSIC TECHNIQUES 1 12

OTHER SPECIALISATION UNITS - Students select four
ACO2005 MUSIC TECHNIQUES 2 12
ACO2007 SONGWRITING 12
ACO2008 ELECTRONIC MUSIC PRODUCTION AND COMPOSITION 12
ACO3001 CULTURAL PERSPECTIVES ON MUSIC 12
ACO3002 DIGITAL AUDIO ARTS 12
ACO3003 MUSIC AND THE MIND 12

ASPPES PERFORMANCE STUDIES
Locations: Footscray Park,

The Performance Studies specialisation provides a foundation in the practice and theory of contemporary dance and drama concentrating on the production and analysis of innovative, cross-disciplinary performance. 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.

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
ACT1001 GROUND, SELF AND OTHERS: EMBODIED ETHICS 12
ACT1002 PERFORMANCE (RE)MAKING 12

Second and/or Third Year
ACT2001 PERFORMANCE: SELF 12
ACT2002 CRITICAL PRACTICE A 12
ACT2003 PERFORMANCE: OTHERS 12
ACT2004 CRITICAL PRACTICE B 12
ACT2005 PERFORMANCE STUDIO A 12
ACT2006 PERFORMANCE STUDIO B 12
ACT2007 PERFORMANCE STUDIO C 12
ACT2008 PERFORMANCE STUDIO D 12

ASPMUS MUSIC
Locations: St Albans, Footscray Park.

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

Music studies complement other areas of study such as digital media, visual art,
**ASPVW  PROFESSIONAL WRITING**

**Locations:** St Albans.

The Professional Writing specialisation is designed for students who want to develop a broad range of practical and analytical skills, combined with a sound theoretical understanding, in the area of professional writing for publication and performance. After a foundation year which introduces students to a range of concepts and genres in writing for the public sphere (eg. fiction, scriptwriting, advertising, journalism and public relations), students may specialise in later year units focusing on editing and publishing, creative writing, writing for the web, and performance and broadcast writing for radio, video, theatre and television. All units balance the practical development of expertise in writing, with an 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 (eg. 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 ‘Other Specialisation’ units are offered each year.

**CORE UNITS**

**First Year Only**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>ACP1031</td>
<td>INTRODUCTION TO CREATIVE WRITING</td>
<td>12</td>
</tr>
<tr>
<td>ACP1054</td>
<td>INTRODUCTION TO MEDIA WRITING</td>
<td>12</td>
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**Second Year Only**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Unit Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ACP2070</td>
<td>EDITING PRINCIPLES AND PRACTICE</td>
<td>12</td>
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</tbody>
</table>

**OTHER SPECIALISATION UNITS - Students select three**

**Second and/or Third Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Unit Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ACA3011</td>
<td>PROFESSIONAL WRITING IN SPORT</td>
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<tr>
<td>ACC3046</td>
<td>COMMUNICATING WITH RADIO</td>
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<tr>
<td>ACP2047</td>
<td>CHILDREN’S TEXTS</td>
<td>12</td>
</tr>
<tr>
<td>ACP2001</td>
<td>WRITING SELVES</td>
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<tr>
<td>ACP2067</td>
<td>WEB JOURNALIAL</td>
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<td>ACP2067</td>
<td>GENDER AND GENRE IN SHORT FICTION</td>
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<td>ACP2078</td>
<td>PERFORMANCE WRITING</td>
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<td>ACP2079</td>
<td>PUBLISHING PRINCIPLES AND PRACTICE</td>
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<td>ACP2080</td>
<td>WRITING AND READING PLACE</td>
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<td>ACP2085</td>
<td>FICTION WRITING</td>
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<td>ACP3049</td>
<td>WRITING AND PRODUCING THE DOCUMENTARY</td>
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<tr>
<td>ACP3051</td>
<td>WRITING FOR PUBLIC RELATIONS AND ADVERTISING</td>
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</tbody>
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**ASPVIE  VIETNAMESE**

**Locations:** Footscray Park.

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

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

**CORE UNITS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Unit Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ACV3001</td>
<td>VIETNAMESE CULTURE AND SOCIETY</td>
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<tr>
<td>ACV3002</td>
<td>VIETNAM: GLOBALISATION, DIASPORA AND IDENTITY</td>
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**OTHER SPECIALISATION UNITS - Students select four**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Unit Title</th>
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<tbody>
<tr>
<td>ACV1001</td>
<td>BASIC VIETNAMESE A</td>
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<tr>
<td>ACV1002</td>
<td>BASIC VIETNAMESE B</td>
<td>12</td>
</tr>
<tr>
<td>ACV2001</td>
<td>INTERMEDIATE VIETNAMESE A</td>
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</tr>
<tr>
<td>ACV2002</td>
<td>INTERMEDIATE VIETNAMESE B</td>
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<tr>
<td>ACV3011</td>
<td>VIETNAMESE FOR BUSINESS</td>
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<tr>
<td>ACV3013</td>
<td>VIETNAMESE FOLKLORE</td>
<td>12</td>
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<tr>
<td>ACV3022</td>
<td>VIETNAMESE FILM AND MEDIA</td>
<td>12</td>
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<tr>
<td>ACV3023</td>
<td>VARIATION AND CHANGE IN THE VIETNAMESE LANGUAGE</td>
<td>12</td>
</tr>
<tr>
<td>ACV3032</td>
<td>SPECIAL TOPICS IN VIETNAMESE LITERATURE</td>
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</table>

**Entry level depends on prior knowledge of the language and is unit 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.
### FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

**CORE UNITS**

**First Year Only**

- **ACF1003**  LIFE DRAWING  12
- **ACF1004**  DRAWING AND PAINTING  12

**OTHER SPECIALISATION UNITS - Students select four**

**Second and/or Third Year**

- **ACF2001**  INTRODUCTION TO DIGITAL ART  12
- **ACF2002**  AESTHETICS AND ART CRITICISM  12
- **ACF2003**  STILL LIFE PROJECTS  12
- **ACF2004**  INTERDISCIPLINARY PRACTICE  12
- **ACF3002**  INSTALLATION ART  12
- **ACF3003**  DIGITAL FINE ART PHOTOGRAPHY  12
UNITS

Below are unit details for courses offered by the School of Communication and the Arts in 2011.

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

AC1005 COMMUNICATION FOR ACADEMIC PURPOSES A

Locations: Footscray Park.

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

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

Credit Points: 12

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

Class Contact: Two 1.5 hour workshops.


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

AC2005 WRITTEN GENRES AND CRITICAL LITERACY

Locations: Footscray Park.

Prerequisites:

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 — eg. 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: AC2006 Book of Readings.

Assessment: Assessment will be based on a series of theoretical and practical tasks. Assignments and class exercises 30%; Oral presentation 20%, Major essay (2500-3000 words) 50%.
**ACA2008 ENGLISH IN SPOKEN INTERACTION**

**Locations:** Footscray Park.

**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:**
- Assignment, Two written transcriptions and an oral delivery of one of them, 30%.
- Presentation, two oral presentations, 40%.
- Report, A conversation analysis of an interaction of the students’ choice, 30%.

**Total effective word limit 3000 words**

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**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 sports books in general. It includes an examination of the writing styles of journalists and authors - and guest speakers will discuss their craft. The main emphasis is on writing exercises, which will be workshopped and begun in class and then redrafted. Central to the whole process: how to find a good story, discovering interesting angles, developing writing skills and editing the final product.

**Credit Points:** 12

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

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

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

**Assessment:**
- Project, Interview and 1000 word sports feature article. Targeted at sports publication. 30%.
- Portfolio, Choice of 3 reworked pieces from exercises presented in class. Folia will be assessed as a whole. 70%.

**Total effective word limit 3000 words**

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**ACA2010 ENGLISH IN THE AUSTRALIAN MEDIA**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

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

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:
- Analyse, synthesise and critically evaluate information; Use the four skills of language study i.e. 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%.

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**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 genre 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%.

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**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%.

AACA5007 Communication for Academic Purposes A

Locations: Footscray Park.

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

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

Credit Points: 12

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

Class Contact: Two 1.5-hour seminars.


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

AACA5015 Written Genres and Critical Literacy

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand 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 practice; 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. Critical reflective diary 20%; Class presentation 20%; Major analytical essay 30%; Exam 30%.

AACA5016 English as an International Language

Locations: Footscray Park.

Prerequisites: Nil.

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

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

ACA5017 ENGLISH IN THE AUSTRALIAN MEDIA

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will extend the academic skills of collecting, interpreting, collating and presenting (both orally and in written form) information from a variety of sources within the context of the media in Australia. The unit will heighten students’ knowledge of Australian society and culture. The content will examine: where it comes from; social process of news production and presentation and news values. Advertising as an industry underpinning the media and its 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 strengthened. 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%.

ACA5018 ENGLISH IN SPOKEN INTERACTION

Locations: Footscray Park.

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

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

Credit Points: 12

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

Class Contact: One 2.5-hour seminar per week.

Required Reading: A Book of Readings will be supplied
ACC1047 CULTURE AND COMMUNICATION

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

Credit Points: 12

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

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

Required Reading: To be advised by lecturer.

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

ACC1048 MEDIA, CULTURE AND SOCIETY

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 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: 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%.

ACC2001 COMMUNICATION TECHNOLOGIES IN CONTEXT

Description: Rapid development and diffusion of communication technologies in all walks of life creates the conditions for transformative social and cultural change. This unit aims to equip students to appreciate and participate in contemporary debates about the impact of communication technologies on our daily lives. Contextualising ‘revolutions’ in communication technology, both historically and politically, will be an important theme for these discussions. Topics to be covered include: media convergence and digitalisation; networking and the use of social media; the rise and fall of mass communication; cybercultures and subcultures; new media and the public sphere; interactivity and new models of cultural production and consumption; mobile phone culture; modes of marketing; corporate control and surveillance; technological determinism and social agency; the culture of speed and militarisation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Identify and discuss the social impacts of various ICTs; Describe and evaluate how various technologies mediate our communication experiences and capacities; Explain aspects of the historical development of communication technologies; Assess public debates about some current policy issues related to communication technologies; Identify influential theories and research traditions related to the study of ICTs.

Class Contact: Two hours per week over one semester or equivalent.


Assessment: Written research based assignment 60%; Two class tests (2 x 20%) 40%. (Equivalent to 3000 words).

ACC2005 DIGITAL CULTURE AND COMMUNICATION

Description: This unit of study introduces students to the main communication, cultural and social changes through the optic of some recent developments and theories in communication, cultural and social analysis. In particular, the unit focuses on debates relating to postmodernisms and the emergence of the Information, Knowledge and Network society and their interlinking to the global Information and Communication Technologies (ICTs). The unit introduces students to the changing and dynamic forms of digital communication and culture as well as the emerging global culture. Students are expected to develop a critical understanding of the debates and analyses of contemporary issues focusing on the important and widespread role and impacts of the digital communication revolution on various fields.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Develop an understanding of key issues relating to the digital communication revolution; Develop a critical understanding of the enormous transformations in the communication and cultural fields; Develop an understanding of the radical, rapid and ongoing changes in the communication environments and their impacts in various fields; Develop an integrated knowledge approach of the phenomenal developments in the communication field by linking and applying them to their current and future career directions.

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: Essay 30%; Seminar Project Paper 50%; Film analysis 20%. 
ACC2010 TELEVISION PRODUCTION

Locations: St Albans, Other.

Prerequisites:

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: Producing videos: a complete guide, Mollison, M 2003 2nd edn, 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 is 3000 words.

ACC2011 RADIO PRODUCTION

Locations: St Albans.

Prerequisites:

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.

ACC2014 INTERNATIONAL COMMUNICATION INDUSTRIES

Locations: St Albans, Footscray Park.

Prerequisites: ACC1047 - CULTURE AND COMMUNICATION

ACC1048 - MEDIA, CULTURE AND SOCIETY

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

Credit Points: 12

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

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

Required Reading: To be advised by lecturer.

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

ACC3001 COMMUNICATION GRADUATING PROJECT 1

Locations: St Albans, Footscray Park.

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

Description: The purpose of this first semester project unit is to develop a project concept, partnership and plan. The ways in which the student will be expected to vary will depend on 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 specialisged or interdisciplinary groups. In developing this project students are expected to utilise their learning throughout the course in their core and specialist areas. Where a group of students and their tutor identifies an area that requires new specialist knowledge, intensive learning modules will be developed to meet this need. Students are encouraged to assist each other, and working groups will be established to support student collaboration. The work undertaken can be creative and/or commercial.

Credit Points: 12

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

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

ACC3002 COMMUNICATION GRADUATING PROJECT 2

Locations: St Albans.

Prerequisites: ACC3001 - COMMUNICATION GRADUATING PROJECT 1

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

Credit Points: 12

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

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

Required Reading: Communication Graduating Project Manual and Reader.

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

ACC3003 ETHICAL AND LEGAL ISSUES IN COMMUNICATION

Locations: St Albans.

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

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

Credit Points: 12

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

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

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

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

ACC3006 MEDIA AUDIENCES

Locations: St Albans, Footscray Park.

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

Description: This unit of study examines the many research traditions used over time to research and analyse media audiences, including the ‘hypodermic needle’ view, the two-step flow tradition, uses and gratifications approach, reception theory, ethnography and the use of ratings. The unit locates study of media audiences within contemporary contexts such as the fragmentation of audiences, digital networks and interactivity. Cult and fan audiences and issues of class, gender, ethnicity and nation; modes of media reception; 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: Broadly understand the history and developments in audience research; Understand a variety of research methods; Conduct an empirical research project; Identify and address methodological issues; Provide an overview of approaches by drawing on a range of other research; Communicate with research units and research partners; Manage time and logistics to complete a research project, alone or in a small group; Conduct research in the light of ethical concerns; Reflect on research design and implementation.

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

Required Reading: To be advised by lecturer.

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

ACC3041 LANGUAGE AND SOCIETY

Locations: St Albans, Footscray Park.

Prerequisites: ACC1047 - CULTURE AND COMMUNICATION

Description: This unit of study introduces students to theories and research concerning the interaction between social variables and patterns of communication, particularly language use. In doing this, issues and factors affecting communication in contemporary Australian society will be explored. Topics covered include: language development and socialisation in children; Australian English and attitudes to it; 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 of 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.
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Class Contact: One-hour lecture and one-hour tutorial.

Required Reading: Textbook on Study of Readings.

Assessment: In-class test 45%; Research project/thesis 55%.

ACC3047 COMMUNICATING IN ORGANISATIONS

Locations: St Albans, Footscray Park.

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

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

Credit Points: 12

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

ACC3052 COMMUNICATION AND CULTURAL DIVERSITY

Locations: St Albans, Footscray Park.

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

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will 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.

Required Reading: To be advised by lecturer.

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

ACC3056 ADVANCED MEDIA PRODUCTION

Locations: St Albans.

Prerequisites: ACC3045 - VIDEO PRODUCTION
ACC3046 - COMMUNICATING WITH RADIO

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

Credit Points: 12

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

Class Contact: Two-hour seminar each week.

Required Reading: To be advised by lecturer.

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

ACC3061 WORLD CINEMAS

Locations: St Albans, Footscray Park.

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

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Think conceptually, including the ability to problem-solve; Better understand social and cultural diversity; Better understand the diversity of cinema production outside the dominant Hollywood model; Demonstrate an understanding of traditions, modes and genres of world cinemas; Appreciate the diverse contexts and purposes of cinema production; Read theoretical studies and apply understandings; Demonstrate skills in writing including improving written communication; Conduct research, including locating, managing and using information effectively.
**ACE3062 FILM AND TELEVISION FORMATS**

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

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

**Description:** This unit of study focuses on contemporary media fictional formats, such as the blockbuster film and television serial. 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 will be discussed. Students will 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 will 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; Understand 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:** To be advised by lecturer.

**Assessment:** Analysis of a film or television format 60%; Take home exam 40%.

**Required Reading:** Handbook of communication skills for first year students 2006, in the Faculty of Health, Engineering and Science, Victoria University. Murphy, R 1994, English grammar in use, Cambridge University Press, Cambridge.

**Assessment:** Oral presentation 20%; Summary 10%; Synthesis 10%; Research report (1000 words) 15%; Aural test 10%; Class exercises 5%; Exam 30%.

**ACE1911 COMMUNICATIONS FOR THE PROF SCIENTIST 1**

**Locations:** St Albans.

**Prerequisites:** Nil.

**Description:** A series of lectures and workshops will provide students with an introduction to communication theory and professional practice. This unit will cover the written communication skills of summarising, synthesising, note-taking, report and essay writing, researching and referencing. Students will be encouraged to develop self-editing skills and oral presentation techniques such as debating, formal, impromptu presentations and small group presentations will be developed. Students will be encouraged to focus on the holistic nature of the communication process. Context specific materials about sustainability and ecology will be delivered through lectures, videos and seminars.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: Demonstrate improved academic and professional written and oral skills.

**Class Contact:** Three hours per week for one semester, comprising 1.5 hours of lectures and 1.5 hours of workshops.

**Required Reading:** Handbook of communication skills for first year students 2006, in the Faculty of Health, Engineering and Science, Victoria University.

**Assessment:** Synthesis 10%; Essay (1500 words) 40%; Oral presentation 20%; Exam 30%.

**ACE1912 COMMUNICATIONS FOR THE PROF SCIENTIST 2**

**Locations:** St Albans.

**Prerequisites:** Nil.

**Description:** This unit of study is made up of a series of lectures and workshops that develop and build upon the communication and professional skills acquired in Communications for the Professional Scientist 1. The writing of a group industry report, writing professional applications, preparing for and role-playing interviews and extending oral presentation skills will be included. Small group interaction and meeting procedures will also be covered in this unit.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: Understand the professional communication requirements pertinent to the workplace; Write effective industry group reports and employment applications; Deliver effective oral presentation skills and perform well at interviews; Use effective editing skills; Better understand scientific writing.

**Class Contact:** Three hours per week: 1.5 hours of lectures, 1.5 hours of workshops.

**Required Reading:** Handbook of communication skills for first year students 2006, in the Faculty of Health, Engineering and Science, Victoria University.

**Assessment:** Group industry project, up to 2000 words 15%; Written application, up to 1000 words 15%; Interview 15%; Oral presentation 15%; Exam, 40%.
ACE1913 PROFESSIONAL COMMUNICATION

Locations: Werribee.

Prerequisites: Nil.

Description: Context specific materials from the world of science will be used to develop the written communications skills of summarising, synthesising, note-taking, report and essay writing, researching and referencing. Students in this unit will be encouraged to develop self-editing skills. Oral presentation techniques such as debating, formal and impromptu presentations and small group presentations will be developed.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate improved academic and professional written and oral skills.

Class Contact: Two hours per week for one semester.

Required Reading: Handbook of communication skills for first year students 2006, in the Faculty of Health, Engineering and Science, Victoria University.

Assessment: Synthesis 10%; Essay (1500 words) 40%; Oral presentations 20%; Exam 30%.

ACE3010 WRITTEN AND ORAL COMMUNICATION 3

Locations: Werribee.

Prerequisites: ACE1913 - PROFESSIONAL COMMUNICATION

Description: This unit of study develops and builds upon language and research skills acquired in ACE1913. Students are introduced to skills relating to preparation for employment, including written applications and interview techniques. Students are also required to research and present a written industry report. The report is also presented orally in a formal setting to an audience of staff and students.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate improved academic and professional written and oral skills.

Class Contact: One hour per week for two semesters.

Required Reading: Handbook of communication skills for first year students 2006, in the Faculty of Health, Engineering and Science, Victoria University.

Assessment: Written application 20%; Interviews 20%; Report 40%; Oral presentation 20%.

ACE3020 WRITTEN AND ORAL COMMUNICATION 3 (PART-TIME)

Locations: Werribee.

Prerequisites: ACE1913 - PROFESSIONAL COMMUNICATION

Description: This unit of study develops and builds upon language and research skills acquired in ACE1913. Students are introduced to skills relating to preparation for employment, including written applications and interview techniques. Students are also required to research and present a written industry report. The report is also presented orally in a formal setting to an audience of staff and students.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate improved academic and professional written and oral skills.

Class Contact: One hour per week for two semesters.

Required Reading: Handbook of communication skills for first year students 2006, in the Faculty of Health, Engineering and Science, Victoria University.

Assessment: Written application 20%; Interviews 20%; Report 40%; Oral presentation 20%.

ACE3145 CSM PROFESSIONAL COMMUNICATION

Locations: Footscray Park, Other.

Prerequisites: ACE1145 - CSM ENGLISH LANGUAGE AND COMMUNICATION OR Year 12 English or competence in English.

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

Credit Points: 12

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

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

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

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

ACF1003 LIFE DRAWING

Locations: St Albans.

Prerequisites: Nil.

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

Credit Points: 12

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

Class Contact: One three-hour workshop per week.

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

Assessment: Mid-semester folio (16 working life drawings) 30%; Final folio presentation (eight resolved life drawings and presentation - equivalent word length 700 words) 50%; Studio project participation and practices 20%.
ACF1004 DRAWING AND PAINTING

Locations: St Albans.

Prerequisites: Nil.

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

Credit Points: 12

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

Class Contact: One three-hour workshop per week.


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

ACF2001 INTRODUCTION TO DIGITAL ART

Locations: St Albans.

Prerequisites: ACF1003 - LIFE DRAWING

ACF1004 - DRAWING AND PAINTING

OR equivalent.

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the techniques and practices involved in the creation of digital art in the context of contemporary art practice; Develop and propose ideas for original digital artworks in written and visual format; Apply artistic techniques to studio practice via a range of relevant digital software and imaging tools; Produce and present a folio of digital art that reflects contemporary art practices; Critically analyse the qualities of works of art produced and articulate this effectively to others verbally and in writing.

Class Contact: One three-hour workshop per week.


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

ACF2002 AESTHETICS AND ART CRITICISM

Locations: St Albans.

Prerequisites: ACF1003 - LIFE DRAWING

ACF1004 - DRAWING AND PAINTING

Either/ OR equivalent.

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

Credit Points: 12

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

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

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

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

ACF2003 STILL LIFE PROJECTS

Locations: St Albans.

Prerequisites: ACF2001 - INTRODUCTION TO DIGITAL ART

ACF2002 - AESTHETICS AND ART CRITICISM

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

Credit Points: 12

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

Class Contact: One three-hour workshop per week.

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

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

ACF2005 EXPERIMENTAL ART

Locations: St Albans.

Prerequisites: ACF2002 - AESTHETICS AND ART CRITICISM
ACF2003 - STILL LIFE PROJECTS
Or equivalent

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

Credit Points: 12

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

Class Contact: One three-hour workshop per week.


Assessment: Site-specific proposal (1500 words) and Installation artwork 20%; Group installation proposal (1000 words) and Installation artwork 40%; Folio/journal (500 words) 10%; Collaborative Studio practice 20%.

ACF3002 INSTALLATION ART

Locations: St Albans.

Prerequisites: ACF2002 - AESTHETICS AND ART CRITICISM
ACF2004 - INTERDISCIPLINARY PRACTICE

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 sustainable, safe professional studio practice for collaborative and individual artistic production.

Credit Points: 12


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

ACF3003 DIGITAL FINE ART PHOTOGRAPHY

Locations: St Albans.

Prerequisites:

Description: This 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 sustainable, safe professional studio practice for collaborative and individual artistic production.
students have completed as part of their previous visual art studies, with a view to producing a cohesive folio of their finished artwork for public presentation such as a website, online exhibition, and/or artist’s book. Research and investigation exploring the meaning and rationale of fine art photography in the 21st century will be a core component of the unit.

Credit Points: 12

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

Class Contact: One three-hour workshop per week.


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

ACF3095 THE PROFESSIONAL ARTIST

Locations: St Albans.

Prerequisites: ACF3003 - STILL LIFE PROJECTS

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

Credit Points: 12

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

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


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

ACF3096 COMPUTER MEDIATED ART

Locations: St Albans.

Prerequisites: ACF3001 - THE DIGITAL ART PUBLICATION

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

Credit Points: 12

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

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


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

ACF3097 GRADUATING EXHIBITION

Locations: St Albans.

Prerequisites: ACF3095 - THE PROFESSIONAL ARTIST

Description: This unit of study will require students to work collectively to develop, plan and implement the Graduating Exhibition. Curators from both public and commercial galleries will provide information on the organisational arrangements and other curatorial issues necessary to stage an exhibition. Topics such as selection of work, appropriate gallery space, exhibiting computer-mediated work including websites and works on computer screen will be examined. Selection of exhibition focus, catalogues of work, publicity, staffing of the exhibition, and guest speakers will also be addressed. Exhibiting the work in non-traditional forums will be discussed. Students will appraise their Graduating Exhibition using a variety of evaluation tools including critical responses from diverse sources.

Credit Points: 24

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

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

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

ACF4104 EVALUATION RESEARCH METHODS

Locations: St Albans.

Prerequisites: Admission to a graduate award course and consent of course leader.

Description: This unit of study is designed to introduce students to the reasons for and ways of conducting program evaluations. Emphasis will be placed on the involvement of key stakeholders to facilitate the evaluation and implementation of findings. Topics include: history and development of evaluation; comparing types of evaluations; needs analysis; selection of appropriate methods; evaluation reporting.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be expected to be able to: Identify research methodologies; Successfully integrate evaluation theory and practice-based research; Communicate own and others’ ideas in the area of evaluation; Complete a meta-evaluation and evaluation proposal.

Class Contact: Two hours per week for one semester.


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

ACG5002 INTERACTING IN THE PROFESSIONAL WORKPLACE

Locations: City Flinders.

Prerequisites: Nil.

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Identify the 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; Examine and produce typical workplace documents such as employment applications, letters, emails and CVs; Use more sophisticated sentences and vocabulary; Present an oral report in English relevant for a professional work setting.

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


Assessment: Participation and analysis of personal responses to selected tools of measurement used as workplace measurement eg. Assertiveness questionnaire 20%; Group professional communication research project 60%. Group oral presentation about the project, accompanied by a summary 20%. (Equivalent to 5000 words in total).
AGC5003 PROFESSIONAL PRACTICE IN THE WORKPLACE

Locations: City Flinders.

Prerequisites: Nil.

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

Credit Points: 24

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

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


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

AGC5010 INTERNATIONAL COMMUNICATION

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study provides students with the opportunity to develop 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: Identify approaches and research areas related to the study of international communication; Apply analytical thinking and conceptualisation skills; Use research skills related to the study of international communication; Present complex ideas and lead productive discussions; Understand the ways in which international communication shapes the personal and the social.

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

Required Reading: To be advised by lecturer.

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

AGC5025 MANAGING ORGANISATIONAL COMMUNICATION

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study aims to develop the capacity to examine, audit and improve communication in organisational settings. Focus is on the way organisational and workplace structures and cultures have been changing, and the central place of communication in these processes. Some of the topics to be explored include: interpersonal and group communication; hierarchies and communication; cross-cultural and gendered communication in the workplace; team building and networking; negotiation skills and conflict management; the impact of digital communication via intranets and the internet; organisational culture; new forms of organisation and work; ethics and organisational communication. The unit provides the opportunity to do some research work on organisational communication.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Explain the importance of effective communication practices in business and other organisational settings; Understand some influential theories and relevant research methods in the field of organisational communication; Apply those theories and methods to particular cases or situations; Present complex ideas and lead productive discussion.

Class Contact: Two hours per week for one semester.


Assessment: Folio 60%; Research Essay 40% (5000 words in total).

AGC5050 COMMUNICATION ACROSS CULTURES

Locations: City Flinders.

Prerequisites: Nil.

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

Credit Points: 12

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

Class Contact: Two hours per week for one semester.


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

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 practice; Understand the principles and theories of public relations; Understand ethical practice in public relations; Demonstrate presentation and public speaking skills.

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


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

ACG5098 MANAGING PUBLIC RELATIONS CAMPAIGNS

Locations: City Flinders.

Prerequisites: ACG5097 - PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY

ACG5099 - PUBLIC RELATIONS WRITING

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: Demonstrate a thorough grounding in public relations theory 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: 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 theses of the media as they might apply to writing, media relations and writing for the media. Course work will be supported by practical instruction in the forms of public relations writing and exercises in class time.

Credit Points: 12

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

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

Required Reading: Unit reader, 2 vols, available from the VU Flinders Street Bookshop.

Assessment: Media release 20%; Media kit and printers’ instructions; 40%; Seminar leading exercise 20%; Portfolio pieces 20%.

ACG5100 ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE

Locations: City Flinders.

Prerequisites: NIL.

Description: This unit of study aims to provide students with a thorough grounding in the theories and regulation of ethics that are important in public relations work in Australia and also in international contexts. Students will learn how to understand
problems in ethics and develop ethical arguments for use in public relations and communications professions. Areas to be covered include: ethical communication practice; a critical appraisal of industry codes of ethics; theories of ethics; conflicts of interest; media and communications law; intellectual property and copyright; reputation management; defamation; deceptive conduct; false representation; privacy; property management; corporate and contract law and the global context and the rights and responsibilities of the ethical practitioner.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Understand the relationship between theory and research design. Topics will include: qualitative and quantitative research methods; feminist methodologies; utilising research methods in different contexts; practical tasks associated with research; linking theory with practice in a variety of contexts; gender-conscious research; researching across cultures; ethics; designing a research topic; advanced library research skills; interviewing techniques and research evaluation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Identify and use some key approaches and debates related to developments in new media; Use analytical thinking and conceptualisation skills; Apply research skills related to the study of cyberculture; Present complex ideas and local productive discussions; Demonstrate a deeper awareness of the ways in which new media shape personal, social and organisational life.

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

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

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

AGC5203 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 an emergent new journalism forms, such as blogs and citizen
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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).

AGCS204 VIDEO AND DOCUMENTARY

Locations: St Albans, City Flinders.

Prerequisites: Nil.

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: analyse a documentary with respect to scripting, direction and production; list the requirements for a successful ‘pitch’ document; identify the pre-production, production and post-production processes; explain effective budgeting of a documentary; apply the scripting process for a documentary; develop the ability to work as part of a diversely skilled production team.

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

Required Reading: To be advised by lecturer.

Assessment: Class presentation 40%; Completed video production/documentary script 60% (equivalent to 5000 words in total).

AGCS205 RADIO FOR THE DIGITAL AGE

Locations: St Albans, City Flinders.

Prerequisites: Nil.

Description: Students are provided with the opportunity to engage with some basic radio production techniques and processes. The major emphasis is on spoken-word radio with a specific focus on interviewing and ‘magazine’ formats. Production work will include field interviewing with portable equipment, studio work, writing for radio, digital sound editing and mixing and voice performance. If done to an adequate standard, production exercises can be broadcast on local community radio stations and/or webstreamed on Radio VU, the University web-based radio station. The implications for radio as a medium of communication will be discussed with reference to recent developments in digital and web technologies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: explain radio as a special medium of communication for transmitting ideas and opinions; apply skills in pre-production, production and post-production techniques for audio; use skills required to produce spoken word radio; describe and apply the process of writing and producing programs suitable for radio broadcast; use critical and analytical skills with respect to radio and audio production.

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


Assessment: Production work 80%; Written assignments 20%. (Equivalent to 5000 words in total).

AGCS206 CREATIVE WRITING

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit will provide students with an awareness of contemporary theory and practice in writing. It will improve students’ ability to critically evaluate their own and others’ creative writing, and will provide an understanding of Australian and international markets for creative writing. The unit will focus on creative writing genres related to the self, fiction and creative non-fiction, in both print and digital forms. The unit will require reading and analysis of short and long forms of creative writing, including memoir, autobiography, hyperfiction, short story, novel and literary journalism. Workshops will focus on the analysis and discussion of reading; on student presentations based on reading and creative writing; and on class practice of different forms of creative writing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: identify key genres of creative writing; identify the compositional and stylistic elements of different forms of creative writing; identify and apply key theories underlying creative writing practice; identify possible markets for creative writing; prepare and submit creative writing for publication.

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

Required Reading: Casterton, J 2005, Creative writing: a practical guide, Palgrave Macmillan, Houndmills. A reader, compiled by the unit coordinator. One autobiography, one novel and one work of creative non-fiction, to be advised by the unit coordinator.

Assessment: One piece of autobiographical writing 20%; One short story 30%; One piece of creative non-fiction 30%; One seminar paper 20%. (Equivalent to 5000 words in total).

AGCS207 COMMUNICATION INTERNSHIP

Locations: City Flinders.

Prerequisites: Admission to postgraduate program.

Description: The Communication 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 will undertake one day per 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 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 are expected to be able to: Apply the skills and knowledge acquired in their communication studies to a professional setting; Identify and explain the place of communication expertise and professionals in an organisational environment with reference to achieving strategic outcomes; Advocate and evaluate the communication component of a project in a written report; Compose a reflective practice journal.

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

Required Reading: VU Postgraduate Communication Internship Handbook.

Assessment: Reflective journal of internship experience 30%; Evaluative report of internship project 70% (equivalent to 5000 words).

AG5208 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 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 management of a risk or crisis strategy or project 40% (Equivalent to 5000 words).

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).

AG5209 PUBLIC HEALTH COMMUNICATION

Locations: City Flinders.

Prerequisites: Nil.

Description: Health promotion is an area of significant interest and concern across the world. The particular focus varies with the health and economic status of populations, and the expectations of levels of governmental, NGO and corporate intervention in raising levels of health and wellbeing. Whether the priorities are disease prevention, maintenance of health or managing health issues, effective communication is critical to the success of any approach and campaign. Health Communication is a mature field of communication theory and practice with major contributions covering areas such as practitioner and client/patient communication; mass public information and education campaigns employing targeted media; cross and inter cultural health communication; and communication for the delivery of health messages and education to communities at grassroots levels. This unit will introduce students to the field of health communication. The major focus will be on public health communication at mass and targeted levels, with emphasis upon effective communication to and for different cultural and linguistic groups within and across communities. The connections between health and socioeconomic and education status will also be explored to identify the particular challenges on effective health communication outcomes in developed and developing countries.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Identify major characteristics of effective public health communication; Distinguish between different types of health communication; Describe the particular challenges of communicating health messages across a diversity of targeted groups and communities; Develop an evaluation of a public health communication approach, strategy or campaign; Apply their learning to constructing a targeted health communication strategy and campaign.

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


Assessment: Reflective journal of internship experience 30%; Evaluative report of internship project 70% (equivalent to 5000 words).
AGC5211 COMMUNICATING FOR THE ENVIRONMENT

Locations: City Flinders.

Prerequisites:

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


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

AGC6015 MINOR THESIS (FULL-TIME)

Locations: City Flinders.

Prerequisites: Eight coursework units of graduate program in Communication or Communications (Public Relations) plus AGC5200 Approaches to Research.

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

Credit Points: 48

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

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

Required Reading: To be advised by supervisor.

Assessment: Equivalent to 15,000 words 100%.

AGC6020 MINOR THESIS (PART-TIME)

Locations: City Flinders.

Prerequisites: Eight coursework units of graduate program in Communication or Communications (Public Relations) plus AGC5200 Approaches to Research.

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

Credit Points: 24

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

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

Required Reading: To be advised by supervisor.

Assessment: Equivalent to 15,000 words 100%.

ACI1007 CREATIVITY AND INNOVATION

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

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

Class Contact: Three hours per week for one semester.

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

ACI1008 CREATIVE ARTS IN CONTEXT
Locations: Footscray Park.
Prerequisites:
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 Bouleaus, the New York School, Fluxus and Events, Happenings, Mono-ha, Gutai, the Factory, Actionism, Techno, and Situationism. This unit also incorporates an excursion to a major performance or exhibition.

Credit Points: 12

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

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


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

ACI2100 ARTS INDUSTRIES: THE INSIDE STORY
Locations: Footscray Park.
Prerequisites: Satisfactory completion of ACI1007 Creativity and Innovation.
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. Students will examine the changes that have occurred in the industry profile and also examine the impact of new technologies into industry practices. The unit will provide students with the opportunity to investigate a specific industry examining current work practices and identifying emerging skill requirements for that industry. The unit will extensively use industry experts and guest lecturers. Students will be paired with a mentor from within the industry as a requirement for this unit. 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 will 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; Demonstrate greater awareness of professional practices, behaviour and attitudes.

Class Contact: Two hours per week for one semester.

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

Assessment: Mentorship diary 30%; Research paper 40% (1500 words); Documentation of industry practice (including interview, oral, presentation, video) 30%.

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 setting.

Class Contact: Three hours per week for one semester.

Required Reading: Pink, DA 2005, Whole new mind: moving from the information age to the conceptual age, Penguin, USA.

Assessment: Group project plan 50%; Online documentation (1500 words) 30%; Peer assessment 20%.

ACI3101 ADVANCED PROFESSIONAL ENGAGEMENT
Locations: Footscray Park.
Prerequisites: ACI3100 Professional Engagement.
Description: This unit of study continues on from the earlier unit ACI3100 Professional Engagement and realises the planned project through to completion. The focus of this unit will be on the production of content for the project and the delivery to audience of the project. Students will work in teams to complete the organisational requirements of the project and also work individually in creation of content for the project. The unit aims to: enhance students’ practical production skills; implement teamwork skills; provide an opportunity for students to work on a component of a project that will be integrated into a larger production; provide an opportunity to apply discipline specific skills to a range of related industry areas; successfully implement and document a working project. The unit will develop communities of practice within student groups and through engagement with external partners apply best practice production knowledge.

Credit Points: 12

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

Class Contact: Three hours per week for one semester.


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

ACI4001 PRACTICE-LED RESEARCH METHODOLOGY

Locations: St Albans, Footscray Park.

Prerequisites: Meeting the requirements for admission to AHCA

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

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to: Understand the particular methodologies that inform research in the Creative Arts; Prepare a coherent and well-structured research proposal for their individual creative project; Extend their knowledge and experience of practice-led research methods; Demonstrate the integration of theory and practice in the chosen area of research; Be able to: Refine and develop and produce work towards an original creative practice-based project in their chosen discipline to a level commensurate with professional standards; Respond to a critical dialogue regarding the area of research; Demonstrate evidence of a contribution to original research in the area; Integrate theory and practice in the chosen area of research.

Class Contact: To be advised.

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

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

ACI4003 HONOURS INDIVIDUAL CREATIVE PROJECT B

Locations: St Albans, Footscray Park.

Prerequisites:

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

Credit Points: 24

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

Class Contact: Formal contact with the supervisor will be one hour per week. In addition it is expected that the student devote at least eight self-directed hours per week to the project.

Required Reading: Individual Reading program commenced in ACI4002 continues in this unit.

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

ACI4004 HONOURS SPECIAL STUDY RESEARCH PROJECT

Locations: St Albans, Footscray Park.

Prerequisites:

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 from an academic examiner and to produce a comprehensive written report including an evaluation of the project/research undertaken.

Class Contact: To be advised.

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

Assessment: A full report will be submitted at the end of the semester. The report will be assessed by two examiners, one of whom will be an academic from the School of Communication and the Arts. The report will be evaluated on the basis of the content, the methodology and the presentation of the research. The report will be marked out of 100, and will be supported by a written report from the examiner. The student will be expected to submit a final project for public exhibition, performance or publication, as agreed with the supervisor.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Complete a comprehensive report that demonstrates a critical understanding of the research question; Demonstrate an understanding of the methodology used in the research; Demonstrate the ability to communicate the research findings effectively; 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 their 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.
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, Situating individual practice in theoretical context for exegesis, 50%. Prepare a coherent and well-structured presentation to communicate the key practical and theoretical challenges and approaches taken in their individual creative project for a simulated professional context as a learning in the workplace activity. Effective word limit 5000 words.

ACL1001 READING CONTEMPORARY FICTION

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This unit of study introduces students to the study and analysis of recent prose fiction (short stories and novels) written in English. These are chosen to exemplify a number of contemporary thematic concerns, a variety of literary techniques, modes of representation and conceptions of the purposes of fiction, and 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: St Albans, Footscray Park.

Prerequisites: Nil.

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

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

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Engage with and develop critical knowledge of Australian, North American and Maori literary texts; Understand key concepts and approaches in the field of comparative Indigenous and cross-cultural literary analysis and theory; Apply and extend contemporary cross-cultural theories and perspectives to broader issues relating to how we understand and value Indigenous cultural production, particularly in the realm of literature; Critically evaluate contrasting approaches to literary and critical meaning and significance introduced in Year 1 with specific reference to transnational Indigenous literature; Critically read, analyse, interpret and discuss literary and critical texts introduced in Year 1; Write expository critical essays in the field of literary studies.
**ACL2007 ROMANCE AND REALISM**

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

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

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

**Credit Points:** 12

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

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

**Required Reading:** Austen, J Pride and prejudice, Dickens, C Great expectations, Joyce, J Dubliners (all Penguin) plus other material to be advised by lecturer.

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

**ACL2009 AUSTRALIAN LITERATURE**

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

**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 hours over one semester.

**Required Reading:** Scott, K 2000, True country, Fremantle Arts Centre Press, Western Australia.

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

**ACL2050 CHILDREN’S TEXTS**

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

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

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

**Credit Points:** 12

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

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

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

**Assessment:** Creative writing piece with drafts (1500 words) 30%; Essay (2000 words) 40%; Exam 30%.

**ACL3007 RE-PRESENTING EMPIRE: LITERATURE AND POSTCOLONIALISM**

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

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

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

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: Engage with and develop critical knowledge of key colonial and postcolonial literary texts; Demonstrate a development of sound knowledge of key concepts and approaches in the field of postcolonial literary analysis and theory; Apply and extend postcolonial theories and perspectives to broader issues relating to how we understand and value cultural production, particularly in the realm of literature; Critically evaluate contrasting approaches to literary and critical meaning and significance introduced in Year 1; Critically read, analyse, interpret and discuss literary and critical texts introduced in Year 1; Write expository critical essays in the field of literary studies.
ACL3014 WRITING SELVES

Locations: St Albans, Footscray Park.

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

Description: This unit of study examines issues of the text as auto/biography. Examples will be drawn not only from work traditionally classified an 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 unit 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.


Assessment: Autobiographical piece (1500 words) 40%; Critical essay (2500 words) 60%.

ACL3016 WORKING CLASS WRITING

Locations: St Albans, Footscray Park.

Prerequisites: ACL1001 - READING CONTEMPORARY FICTION

ACL1002 - STUDYING POETRY AND POETICS

Description: Working Class Writing describes a vast body of literary and other writings produced around the world over the last 200 years. It is a diverse body which includes writings across a range of forms and genres, represents wide cultural differences, and varies tremendously in terms of political purposes and effects. What these writings have in common, however, is their acceptance and celebration of the working class and working class difference as important issues for exploration. Students will be introduced to a range of texts which exemplify both the diverse and singular aspects of working class writing. Verse, prose fiction, criticism and journalism from Australia and around the world will be studied. Students will engage with two underlying theoretical issues: the definition of the working class and the question of whether working class writing is written by, about or for the working class. The unit also pays attention to questions of critical perspectives and forms of critical responsibility towards working class people, culture and politics.

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 semester comprising one-hour lecture and one-hour tutorial for 12 weeks plus one three-hour writing workshop to be scheduled by lecturer during the semester.


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

ACM1006 DIGITAL SOUND AND VIDEO

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

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

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


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

ACM1009 VISUAL DESIGN FOR DIGITAL MEDIA

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This unit of study introduces students to the requirements and principles of electronic design for the screen. It examines the visual design practices and processes of digital media, including static, temporal and interactive media. The platforms explored are web, CD, DVD and mobile platforms. Topics explored include: processes to create a design concept, branding, trends in design, and the relationship between text and image. The visual literary 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 processes required to undertake design research; evaluate needs of audience/client groups in design process.

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

Required Reading: ACM1009 Unit handbook Victoria University

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

ACM1010 INTRODUCTION TO WEB TECHNOLOGIES

Locations: St Albans, Footscray Park.

Prerequisites:

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

ACM2003 INTERACTIVE PROGRAMMING

Locations: St Albans, Footscray Park.

Prerequisites:

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

Credit Points: 12

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

Class Contact: To be advised.


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

ACM2005 SPECIAL EFFECTS AND MOTION GRAPHICS

Locations: St Albans, Footscray Park.

Prerequisites:

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

Credit Points: 12

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

Class Contact: 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

ACM2006 ANIMATION

Locations: St Albans, Footscray Park.

Prerequisites:

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

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to: Describe the historical significance of animation as a communication tool and identify what makes animation successful; Demonstrate imaginative thinking about principles of visual/narrative design; Determine appropriate animation terminology; Demonstrate pre-production techniques and design methodology including storyboarding and scripting; Utilise software applications to implement computer animation techniques.

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

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

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

ACM2007 INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This unit of study investigates how technology does not exist in a vacuum: it functions within the context of a culture. To be successful, emerging technology needs to connect in a relevant way to changing societies. This unit will apply theory to the understanding of design. Means of understanding audiences for innovative technologies will also be investigated. Students will develop practical content for current new technology applications. Study will include practical exercises such as developing games concepts appropriate for use on mobile phones. Students will also gain skills in interactive design including interactive game design theory and practice. The unit will also explore research methods to enable students to keep abreast of technological changes.

Credit Points: 12

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

Class Contact: One two-hour workshop per week.


Assessment: Research report (written and oral components): 70%; Design of a concept for a mobile service 30%. (Equivalent to 3000 words).

ACM2008 DYNAMIC WEB DEVELOPMENT

Locations: St Albans, Footscray Park, Other.

Prerequisites: Nil.

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

Credit Points: 12

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

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


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

ACM2009 INTERNATIONAL DESIGN

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

Prerequisites:

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

Credit Points: 12

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

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

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

Assessment: Project, Design brief, 25%; Portfolio, Design Portfolio, 55%. Research Paper, Usability Study, 20%. Total effective word limit 3000 words

ACM2010 INTERACTION STUDIO

Locations: Footscray Park.

Prerequisites: ACM1009 - VISUAL DESIGN FOR DIGITAL MEDIA

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

Credit Points: 12

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

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

Required Reading: Readings Unit Coordinator Victoria University

Assessment: Research Paper, Investigation of interactive design history of specified object, 30%. Report, Usability study, 40%. Essay, Contemporary accessibility, 30%. Equivalent to 3000 words

ACM2011 COMPUTER SUPPORTED LEARNING

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

Prerequisites: ACM1010 - INTRODUCTION TO WEB TECHNOLOGIES

ACM1009 - VISUAL DESIGN FOR DIGITAL MEDIA

ACM2003 - INTERACTIVE PROGRAMMING

ACM2006 - ANIMATION

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

Credit Points: 12

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

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

Required Reading: Computer Supported Learning Reader Unit Coordinator Victoria University

Assessment: Presentation, Identification and analysis of given teaching methodology, 25%. Project, Design and development of online learning module, 50%. Report, Evaluation of learning module, 25%. Total effective word limit 3000 words

ACM3008 CAREER INTEGRATION

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

Prerequisites:

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

Credit Points: 12

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

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

Required Reading: Book of Readings Unit Coordinator Victoria University

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

ACM4001 THEORY AND RESEARCH IN MULTIMEDIA

Locations: St Albans, Footscray Park.

Prerequisites: Bachelor of Multimedia Systems

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

Credit Points: 24

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

Class Contact: To be advised.

Required Reading: To be advised by lecturer.

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

ACM4002 MULTIMEDIA RESEARCH PROJECT

Locations: St Albans, Footscray Park.

Prerequisites: ACM4001 Theory and Research in Multimedia.

Description: Each student will design and carry out an independent piece of research that will generate a final piece of work for submission and assessment. There are two basic options for this major project: a creative project involving production of a multimedia work or collection of works (eg. for web, CD-Rom, DVD) together with an accompanying exegesis; and an empirical research relevant to the multimedia field resulting in a research thesis of approximately 15,000 words. The nature of the project and its scope will be defined in negotiation with an individual supervisor and as part of the prerequisite unit, ACM4001. This will lead to the development of a detailed proposal.
ACM5001 INTERACTIVE DESIGN FOR A GLOBAL WORLD

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

Credit Points: 12

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

Class Contact: To be advised.

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

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

ACM5002 DIGITAL AUDIO AND VIDEO PRODUCTION

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

Credit Points: 12

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

Class Contact: Two hours per week for one semester.

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

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

ACM5003 INTERDISCIPLINARY PROJECT

Locations: City Flinders.
Prerequisites: Nil.
Description: This unit of study will revolve around the development of an interdisciplinary group project 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%.
ACMS004 EMERGING TECHNOLOGIES

Locations: City Flinders.

Prerequisites: Nil.

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

Credit Points: 12

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

Class Contact: Two hours per week for one semester.

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

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

ACO1007 TECHNOLOGY OF SOUND AND MUSIC

Locations: St Albans, Footscray Park.

Prerequisites:

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 will 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 technologies; Appreciate the techniques commonly used today and in the future; Prepare and perform 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.

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

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

ACO1008 MUSIC TECHNIQUES 1

Locations: St Albans, Footscray Park.

Prerequisites:

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


Assessment: Exercise, Weekly theory and aural exercises, 25%. Examination, Theory exam, 25%. Performance, Recital (15 minutes), 25%. Other, Ensemble participation including journal entries, 25%. Total effective word limit 2000 words

ACO1009 INSTRUMENTAL STUDY 1

Locations: St Albans, Footscray Park.

Prerequisites:

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

Credit Points: 12

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

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

Required Reading: To be advised by the specialist teacher in consultation with the student.
Assessment: Performance, Recital (12-15 minutes), 50%. Other, Progressive assessment throughout the semester, 50%. Students will be continually assessed on attendance to lesson requirements, maintenance of the practice schedule and development of technical and interpretive skills throughout the semester. Performance: students will 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 2000 words

ACO2005 MUSIC TECHNIQUES 2
Locations: St Albans, Footscray Park.
Prerequisites: ACO1008 - MUSIC TECHNIQUES 1
Description: This unit of study consolidates student skills and knowledge in relation to the practice and theory of music. Students will 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 will continue to explore popular and contemporary music in relation to stylistic, harmonic, rhythmic and compositional aspects. Students will continue to apply theoretical knowledge in instrumental ensemble workshops, where they will further develop skills in choosing, negotiating and preparing (inclusive of arranging/transposing) repertoire within the context of a musical ensemble. Workshop facilitators will assist students to consolidate technical fluency, interpretation and musical expression on their instrument(s) within an ensemble context.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Understand, identify and apply complex and extended chords and the chord/scale relationship; Understand 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 class contact each week for one semester.

Required Reading: This unit of study is offered only to those students who are undertaking a major sequence of study in music in the Bachelor of Education or Bachelor of Creative Arts Industries. This unit of study will maintain and further develop the technical, interpretative and self-evaluation skills of the student on their chosen instrument or voice under the direction of specialist instructional teachers. Students will further develop specific technical skills such as technical fluency, technical facility, intonation and articulation. In addition, students will further develop specific interpretative skills such as stylistic understanding in performance of selected repertoire, conveying this through appropriate dynamics and expressive techniques. This unit continues to focus on preparing students to perform with a well-developed sense of personal expression, demonstrated by the use of appropriate technique and sensitivity.

Total effective word limit 2000 words

ACO2007 SONGWRITING
Locations: St Albans, Footscray Park.
Prerequisites: ACO1008 - MUSIC TECHNIQUES 1
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 will also explore 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 will 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 historical perspective of songwriting in Western music; Demonstrate knowledge and understanding of the nuances of genre in popular Western music; Demonstrate knowledge and skill in applying the elements of rhythm, melody, harmony and form to compose a song; Demonstrate knowledge and skill in applying lyrics to a melody or spoken-word piece as is stylistically appropriate.

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

Required Reading: This unit of study is offered only to those students who are undertaking a major sequence of study in music in the Bachelor of Education or Bachelor of Creative Arts Industries. This unit of study will maintain and further develop the technical, interpretative and self-evaluation skills of the student on their chosen instrument or voice under the direction of specialist instructional teachers. Students will further develop specific technical skills such as technical fluency, technical facility, intonation and articulation. In addition, students will further develop specific interpretative skills such as stylistic understanding in performance of selected repertoire, conveying this through appropriate dynamics and expressive techniques. This unit continues to focus on preparing students to perform with a well-developed sense of personal expression, demonstrated by the use of appropriate technique and sensitivity.

Total effective word limit 2000 words
ACO2008 ELECTRONIC MUSIC PRODUCTION AND COMPOSITION

Locations: St Albans, Footscray Park.

Prerequisites:

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, synthesizers, samplers 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: 1 hour lecture, plus 2 hours tutorial/practicum in a computer lab environment.


Assessment: Creative Works, Composition project, with report/evaluation (500 words), 30%; Creative Works, Remixing project, with report/evaluation (500 words), 30%; Project, Industry engagement, 20%; ICT (Wiki, Web sites), Discussion forum participation, 20%. The Industry Engagement project may constitute one of the following: collaboration with an industry professional on a mixed-media production; produce work to a client’s requirements; public release, promotion and distribution of the work(s).

Total effective word limit 2000 words

ACO3001 CULTURAL PERSPECTIVES ON MUSIC

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit of study develops an understanding and exploration of music with reference to cultural, aesthetic, political and social dimensions. Students will 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: Broaden their understanding of the scope of human musical activity in Australia and throughout the world; Develop a vocabulary and critical listening skills that will enable students to discuss music from an informed critical framework; Understand the ways in which music and identity are linked within social and cultural formations; Identify ways in which popular music has been connected historically to individual places, looking in particular at how this connection has been tied to issues of identity, and how that connection has been expressed in musical terms; Demonstrate an understanding of the musico-cultural research methods employed and the ways that this research can be documented.

Class Contact: 1 hour lecture plus 1 hour tutorial for one semester.

Required Reading: The popular music studies reader, Bennet, A, Shank, B, Toynbee, J 2008, New York: Routledge

Assessment: Review, Literature reviews, 30%. Essay, Essay topic to be advised, 50%. ICT (Wiki, Web sites), Discussion forum, 20%. Total effective word limit 2000 words

ACO3002 DIGITAL AUDIO ARTS

Locations: St Albans, Footscray Park.

Prerequisites:

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 Concrete, 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 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: 1 hour lecture, plus 2 hours tutorial/practicum in a computer lab environment.


Assessment: Creative Works, Musical composition or sound design piece, 30%. Project, Aliased-media collaborative project, 30%. Report, Composer’s notes, log of hours, resources used (1000 words), 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 2000 words
ACO3003 MUSIC AND THE MIND

Locations: St Albans, Footscray Park.

Prerequisites:

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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate knowledge and understanding of key theoretical concepts and terminology related to psychoacoustics; Demonstrate self-awareness of how sound and music affect intellectual, emotional and physical states, and communicate responses or observations; Differentiate between objective physical sensations and responses, and unitive 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 (2000 words), 50%. Examination, Overview of all lecture topics and key terminologies, 50%. Students may bring a calculator to the exam for solving basic arithmetic problems

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 learn 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; 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.

Required Reading: Introduction to Creative Writing Reader (available from campus bookshop).

Assessment: Autobiographical story and critique 20%; Short story and critique 30%; Short film script and critique 30%; Four portfolio pieces 20%. (Equivalent to 3000 words).

ACP1054 INTRODUCTION TO MEDIA WRITING

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study introduces students to the media writing strand in the major in Professional Writing. The unit focuses on three writing areas - advertising, journalism and public relations - and teaches key techniques used to write advertisements, and news and feature stories for the print media, and to write a range of public relations materials. It begins with a review of newspaper and magazine writing, and the speeches of politicians. Lectures focus on the historical development of the media industries, their contemporary context, and the role of advertising copywriting, journalist and public relations in these industries. The unit also features guest lectures by media writers.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Analyse and discuss diverse types of media writing; Practise the key elements of advertising copywriting and design, journalistic research and feature writing, and PR writing for media campaigns; Explain and critique their own media writing in relation to media writing conventions and to the work of published media writers, and constructively critique the work of their peers; Describe the historical and contemporary social and industrial contexts of the advertising, journalism and PR industries, and current work practices in these industries; Apply their understanding of the above contexts and work practices to their own media writing practice.

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

Required Reading: Introduction to Media Writing Unit Reader (available from campus bookshop).

Assessment: One print advertisement assignment 30%; One feature article 40%; One media writing portfolio 30%. (Equivalent to 3000 words).

ACP2020 WRITING FOR ONLINE MEDIA

Locations: St Albans.

Prerequisites: Students would normally have completed first year professional writing units.

Description: This unit of study introduces students to the conventions and skills of researching and writing for the online arena, and builds on the knowledge and skills acquired in first year professional writing units. The unit explores the diversity of contemporary online writing, with a particular regional focus on Australia and Asia, and combines analysis of online media writing with practical research and writing exercises. The unit also focuses on new participatory forms of online media creation, such as blogs, wikis 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
magazine, and to utilise blogs and wikis for publication. Topics covered include: computer-assisted reporting; 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.

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 magazine.

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 3 times more than the stipulated class contact hours.

Required Reading: Unit Reader (available from the campus bookshop).

Assessment: Essay, An essay in which, students explore grammar, key concepts and understandings underpinning online media practices, 20%. Assignment, Students write and post online media-type articles on CMS-based website. Involves development of CMS familiarity and professional writing skills in on, 40%. Assignment, Students write and post a package of online media-type articles on CMS-based website. Involves further development of CMS familiarity and professional, 40%. Total effective word limit 3000 words

ACP2067 GENDER AND GENRE IN SHORT FICTION

Locations: St Albans, Footscray Park.

Prerequisites: First year units of study in Professional Writing and/or Literary Studies and/or Communication Studies and/or Gender Studies.

Description: This unit of study aims to develop an understanding of some of the ways in which the short story can be written and read. In doing so, it draws on ideas of genre: both the genre of ‘the short story’ and genres of fiction such as horror, detective etc; and gender: the different ways in which masculinities/femininities are written and impact on the writing of short fiction. Students completing the unit will be able to identify some major characteristics of genre and gender in the short story, and some ways in which texts can cross genres, and will demonstrate their understanding in both analytical and creative writing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Understand the key terms ‘gender’ and ‘genre’; Demonstrate the development of both academic and creative skills; Demonstrate familiarity with theoretical and creative writing in the specific genres taught.

Class Contact: Thirty hours for one semester, comprising lectures, workshops and mixed-mode delivery.

Required Reading: To be advised by lecturer.

Assessment: Short story 30%; Analytical essay 40%; In-class test 30%.

ACP2070 EDITING PRINCIPLES AND PRACTICE

Locations: St Albans.

Prerequisites: ACP1053 - INTRODUCTION TO CREATIVE WRITING
ACP1054 - INTRODUCTION TO MEDIA WRITING

Description: This unit of study examines the principles and practices of editing and publishing, with special emphasis on their role and influence in history and contemporary society. Students will learn a range of practical techniques and applied theories of text editing in the context of small press and desktop publishing. The unit looks at the principles and practice of structural editing, copy editing, proofreading and the forms of communication used by editors, designers, authors and printers. It also includes consideration of communications law in relation to editing and publishing, such as copyright law.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate a general understanding of the role of editing in the publishing industry and society in general; Solve simple and complex editorial problems in a range of social and employment contexts; Demonstrate basic professional editing skills through the study of structural editing, copy editing, proofreading and the forms of communication appropriate to these areas; Work collectively and communicate effectively as a result of group assessment; Demonstrate basic familiarity with communications law in relation to editing and publishing, especially copyright and defamation.

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


Assessment: Critique assignment 20%; Editing project or essay 40%; Exam 40%.

ACP2078 PERFORMANCE WRITING

Locations: St Albans.

Prerequisites: ACP1053 Introduction to Creative Writing; (Normally) ACP1054 Introduction to Media Writing; or demonstrated interest and competence in performance writing, including a folio of writing.

Description: The aim of this unit is to examine a range of contemporary performance writing formats and genres with particular emphasis on writing for radio, theatre, television and film. Through an examination of a number of examples in each genre and the involvement of students in a professional workshop, the unit aims to generate in students a critical understanding of these formats. Students are given the opportunity to develop performance writing skills in the application of the basics of dramatic story-telling, characterisation, conflict, and dialogue through lectures, workshop exercises, the input of industry speakers and the production of an extended piece of writing in a chosen format.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Use their performance writing skills in various formats; Critically understand performance writing formats; Understand the basics of dramatic story-telling, characterisation, conflict and dialogue; Consider their exposure to professional theatrical workshops.

Class Contact: Thirty hours per semester, comprising lectures, workshops and mixed-mode delivery.

Required Reading: Performance Writing Book of Readings.

Assessment: Workshop folio work 50%; Script assignment 50%.

ACP2079 PUBLISHING PRINCIPLES AND PRACTICE

Locations: St Albans.

Prerequisites: ACP2070 - EDITING PRINCIPLES AND PRACTICE

Description: This unit of study examines the principles and processes of contemporary publishing in their cultural, political and economic contexts, and a special focus on their practical application. Students will learn advanced desktop
publishing skills using a range of software programs. The unit will also involve a number of face-to-face meetings with industry professionals either in lectures or via excursions to their workplaces.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Apply their creative writing skills to write in a number of genres presented and discussed during the course; Apply their understanding of literature and place through both creative and critical writing; Discuss and write critically and analytically in relation to issues related to writing and reading about place; Apply critical tools for editing and redrafting and the forms of communication appropriate to these areas; Work collectively and communicate effectively as a result of group assessment; Demonstrate basic familiarity with communications law in relation to editing and publishing, especially copyright and defamation.

Class Contact: One 1-hour lecture (6 wks only) and one 2-hour workshop per week.

Required Reading: Mitchell, E 2005, Self-publishing made simple, Hardie Grant, South Yarra.

Assessment: Group publication project 50%; Publishing proposal 20%; Exam, 30%.

ACP2080 WRITING AND READING PLACE

Locations: St Albans, Footscray Park.

Prerequisites: ACP1053 Introduction to Creative Writing; ACP1054 Introduction to Media Writing or ACL1001 Reading Contemporary Fiction; ACL1002 Studying Poetry and Poetics.

Description: What is our connection to place? What does it mean to talk about a sense of place? In this unit of study students will engage with creative and theoretical ideas about the meaning of place to us as individuals and communities. The focus will be on some of the theoretical and creative works that centre on genealogies of place; on the way memories and stories are attached to places and on the importance of place, and of reclaiming or rewriting place, to individual and community identity. This unit 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, memoirs, travel writing and essays), to research thematic and conceptual materials, to engage critically with theory and philosophy and to explore the meaning of place through their own writing in a range of genres. This unit of study is available to both Literary Studies and Professional Writing students. Students will be asked to produce a critical essay and a creative work.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Apply their creative writing skills to write in a number of genres presented and discussed during the course; Apply their understanding of literature and place through both creative and critical writing; Discuss and write critically and analytically in relation to issues related to writing and reading about place; Apply critical tools required to write, redraft and edit their writing.

Class Contact: Ten one-hour lectures and ten 120-minute workshops for one semester.

Required Reading: To be advised by the lecturer.

Assessment: A short creative piece developed from workshop exercises (600 words) 15%; An analytical essay (1200 words) 50%; A creative piece in any of the following genres: short story, personal or lyrical essay, short memoir, travel essay/story (1200 words) 35%.

ACP2085 FICTION WRITING

Locations: St Albans.

Prerequisites: ACP1053 - INTRODUCTION TO CREATIVE WRITING

Description: This unit of study focuses primarily on short story writing. Students will be expected to develop writing techniques and approaches to fiction practised in first and second year creative writing units of study. The unit will revisit conventional realist writing techniques but with an emphasis on developing unconventional narrative strategies. Students will be encouraged to experiment with narrative possibilities. Students will read a range of short fiction by Australian and international writers, and two or three novels, as well as a variety of extracts from contemporary writers. The unit of study will blur and test the boundaries between writing and reading: creativity and reflection; theory and practice. Students will be encouraged to explore contemporary issues, to research thematic and conceptual materials, to engage with theory and philosophy and to participate in the writing workshop process. Writers learn to write by writing, and constructive criticism and feedback can assist in the process. The fiction writing workshops that form a key part of this unit will concentrate on intensive writing and revision, and all students will be expected to submit and read their work to the tutor and to the class for critique.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Develop their short story writing skills to complete at least one short story of publishable standard; Identify a variety of fictional writing techniques and approaches behind the most compelling fiction; Apply 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; Identify 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 aspects of contemporary fiction writers and develop critical reading skills; Identify current publication opportunities and work towards presenting their work for publication; Identify various grants, websites and networks that are available for writers.

Class Contact: One 1-hour lecture (6 weeks only) and one 2-hour workshop per week for whole semester.

Required Reading: To be advised by lecturer.

Assessment: Short story and critique 60%; Book review or research report 40%. Total EWL 3000 words.

ACP3049 WRITING AND PRODUCING THE DOCUMENTARY

Locations: St Albans.

Prerequisites: Completion of second year Professional Writing units (including ACP2070 Editing Principles and Practice) and/or completion of ACC3045 Video Production.

Description: This unit of study introduces students to the knowledge and skills involved in writing and producing documentaries for different markets. Students will view a wide range of Australian and international documentaries, which use a variety of storytelling techniques. Current theories about documentary-making will be discussed. By the end of semester students will produce a short, 25-minute documentary of broadcast standard. There will be a focus on working as part of a diverse-skilled production team. Topics covered will include: documentary analysis; research and pre-production techniques; scripting techniques, including narration and dramatisation; stages of production; direction techniques; digital editing; the marketplace. There is also an emphasis on biopics and rock docs. The unit and its assessment are structured in a way that will enable students to choose which they would prefer to specialise in - scripting or producing/directing. Students will shoot their films on mini DV digital cameras and edit using Mac-based digital technology. Some use of WebCT is required. This unit has a 40 material charge.
ACP3051 WRITING FOR PUBLIC RELATIONS AND ADVERTISING

Locations: St Albans.

Prerequisites: Normally ACP1054 Introduction to Media Writing.

Description: In this unit, students will look at some of the theoretical, social and practical contexts for writing in public relations and advertising. We consider different writing and rhetorical strategies, beliefs and ideology, the public sphere and public opinion; the media and media relations; and arguments and audiences. In the section on advertising, students look at the advertising industry, message construction in advertising, creativity, and copywriting for print and broadcast. Students will have the opportunity to analyse the professional writing skills covered and develop their own writing skills. Public Relations is itself a form of managed communication which means that it is both planned and co-ordinated. Theory, research and an understanding of how ‘publics’ might react within different social, political, and economic contexts are therefore an important starting point in thinking about how we might start to define public relations writing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Identify and explain public relations as a form of 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.

ACR1000 RESEARCH (FULL TIME)

Locations: St Albans,Footscray Park,City Flinders.

Prerequisites:

Description: This unit of study gives students a practical understanding of ethical and productive practices for dance, drama and performance. Students will learn how to work in a place, with themselves, and with others. Standing, sitting, walking and laying, together with seeing, listening, smelling, tasting and touching will be used as key organising elements in introducing warm-up, compositional and improvisational skills in textual, visual and kinetic performance modes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Identify ethical and productive ways of approaching and interacting with spaces and places, themselves, and others; Demonstrate the basic performance elements of standing, sitting, walking, lying, seeing, listening, smelling, touching and tasting; Implement basic skills in ‘warming-up’ for composing, improvising and developing work for performance, dance and drama alone and with others; Articulate an introductory 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
ACT2001 PERFORMANCE: SELF

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study exposes students to existing artistic practices concerned with using one’s self as the catalyst for performance-making in dance, theatre and performance. Students will investigate the interplay between imagination and memory through a range of processes and strategies to generate and organise material. The students’ ability to perceive what is unique/shared in relation to traditions and conventions will be developed through observation and discussion of their own and others’ work.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Identify and articulate diverse ways in which notions of self are being explored in a dance, theatre and performance context; Utilise their own memory and imagination in constructing dance, theatre and performance material; Develop a range of performance elements in voice and movement, dance and theatre; Develop a practice of observation and discussion of their own and others’ work in verbal and written forms.

Class Contact: This unit of study will comprise the equivalent of 2.5 hours contact per week for one semester, including workshop, seminar, rehearsal and performance.


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.

ACT2002 CRITICAL PRACTICE A

Locations: Footscray Park.

Prerequisites: Nil.

Description: These units of study represent an elective stream within the Performance Studies degree. Students will be able to take one or all of these units, or any other units of study from within the University unit to the approval of the Course Co-ordinator. The Critical Practice electives are designed to allow the Performance Studies unit to offer important practitioners and theorists a chance to pursue specific projects with students. These may include traditional academic work, small scale performance projects, and intensive practical/technical sessions. Like the Performance Studies their content will be driven by the expertise and interests of the practitioner and/or theorist. These projects represent a chance for students to explore the intersection of diverse contemporary cultural theories, performance, and performance techniques without the demands of large-scale performance. This intersection can be crucial for students’ understanding of performance processes, contexts and politics.

Required Reading: 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 of study will comprise the equivalent of 3 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.
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Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Synthesise and articulate current critical thinking and practice in significant areas of the arts, sciences and humanities in verbal, written, and other performance forms; Demonstrate the complex contextual and conceptual role of dance, drama and performance in contemporary critical thought.

Class Contact: This unit of study will comprise a 1 hour lecture and 1.5 hour workshop/tutorial per week for one semester.


Assessment: Progressive assessment (attention to and completion of presentations and practical tasks and processes within workshop classes) 40%; Documentation of process 30%; Presentations 30%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACT2003 PERFORMANCE: OTHERS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides students with a developmental practice in relation to working with, on, or for others in a performance or dance and theatre context. Structures will be provided that allow for the development and communication of student ideas physically, verbally and in written form to others. Dynamics and range in the relationship of self to others will be explored in performance, social and cultural contexts.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate, in greater detail, an understanding of material introduced in first semester in the unit Performance: Self; Employ a range of strategies to work collaboratively on performance or dance and theatre material; Communicate ideas physically, verbally and in a written form to others; Investigate a range of perspectives in the relationship of self and others; Apply on-going practice of listening through improvisation structures.

Class Contact: This unit of study will comprise the equivalent of 2-5 hours contact per week for one semester, seminar/workshop.


Assessment: Progressive assessment (attention to and completion of practical task and processes within workshop classes) 50%; Presentations 30%; Documentation and evaluation of process 20%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACT2004 CRITICAL PRACTICE B

Locations: Footscray Park.

Prerequisites: Nil.

Description: These units of study represent an elective stream within the Performance Studies degree. Students will be able to take one or all of these units, or any other units of study from within the University unit to the approval of the Course Co-ordinator. The Critical Practice electives are designed to allow the Performance Studies unit to offer important practitioners and theorists a chance to pursue specific projects with students. These may include traditional academic work, small scale performance projects, and intensive practical/technical sessions. Like the Performance Studios their content will be driven by the expertise and interests of the practitioner and/or theorist. These projects represent a chance for students to explore the intersection of diverse contemporary cultural theories, performance and performance techniques without the demands of large-scale performance. This intersection can be crucial for students’ understanding of performance processes, contexts and politics. This unit aims to expose students to the diversity and depth of research, practice and critical thought in performance and related fields by asking them to work with staff and invited practitioners/theorists from a wide range of disciplines (dance, drama, performance, philosophy etc) to provide a forum in which students can investigate specific ‘theoretical’ and ‘practical’ knowledge and around current critical thinking in the arts, sciences, and humanities. This will enable students to foster knowledge and debate of contemporary themes, issues and performance and artistic processes, and to find ways of realising and exploring them through performance. This unit will also provide students with an understanding of the complex contextual and conceptual role of performance in contemporary critical thought. Themes and issues for this unit of study will depend on the performer/theorist running the unit but will generally fall under the following four themes: ecologies; interventions; deviations; activism.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Synthesise and articulate current critical thinking and practice in significant areas of the arts, sciences and humanities in verbal, written and other performance forms; Demonstrate the complex contextual and conceptual role of dance, drama and performance in contemporary thought.

Class Contact: This unit of study will comprise a 1 hour lecture and 1.5 hour tutorial per week for one semester.


Assessment: Progressive assessment (attention to and completion of presentations and practical tasks and processes within workshop classes) 40%; Documentation of process 30%; Presentations 30%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.
ACT2005 PERFORMANCE STUDIO A

Locations: Footscray Park.
Prerequisites: Nil.

Description: The content for 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate the skills and processes required to compose organize, rehearse and perform an original work across a range of forms (dance, drama, performance art, site-specific performance or other related art-form) to be determined by the practitioner; Research and evaluate both their own and others' performance-making processes.

Class Contact: One 2.5 hour workshop per week for one semester.


Assessment: Class participation 30%; Class presentations 30%; Performance 40%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACT2006 PERFORMANCE STUDIO B

Locations: Footscray Park.
Prerequisites: Nil.

Description: The content for this unit of study will be determined by the individual lecturer in consultation with the Course 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate the skills and processes required to compose organise, rehearse and perform an original work across a range of forms (dance, drama, performance art, site-specific performance or other related art-form) to be determined by the practitioner; Research and evaluate both their own and others' performance-making processes.

ACT2007 PERFORMANCE STUDIO C

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.
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processes.

Class Contact: 2.5 hours of workshops weekly.


Assessment: Class participation 30%; Class presentations 30%; Performance 40%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACT2008 PERFORMANCE STUDIO D

Locations: Footscray Park.

Prerequisites: Nil.

Description: The content for the unit of study will be determined by the individual lecturer in consultation with the Course 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate the skills and processes required to compose, organise, rehearse and perform an original work across a range of forms (dance, drama, performance art, site-specific performance, or other related art-form) to be determined by the practitioner; Research and evaluate both their own and others’ performance-making processes.

Class Contact: 2.5 hours of workshops weekly.


ACT3021 CRITICAL PRACTICE C

Locations: Footscray Park.

Prerequisites: Nil.

Description: These units of study represent an elective stream within the Performance Studies degree. Students will be able to take one or all of these units, or any other units of study from within the University unit to the approval of the Course Co-ordinator. The Critical Practice electives are designed to allow the Performance Studies unit to offer important practitioners and theorists a chance to pursue specific projects with students. These may include traditional academic work, small scale performance projects and intensive practical/technical sessions. Like the Performance Studies their content will be driven by the expertise and interests of the practitioner and/or theorist. These projects represent a chance for students to explore the intersection of diverse contemporary cultural theories, performance and performance techniques without the demands of large-scale performance. This intersection can be crucial for students’ understanding of performance processes, contexts and politics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Develop techniques for writing for the theatre/performance in both solo and collaborative forms; Extend their skills in creative writing through exposure to a number of creative writing techniques; Demonstrate skills in journal-writing through keeping a journal of creative work and notes made throughout the term; Demonstrate skills in analysing and giving feedback on the work of other students.

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 presentations and practical tasks and processes within workshop classes) 40%; Documentation of process 30%; Presentations 30%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.
ACT3023 PERFORMANCE IMPROVISATION 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides students with advanced practice and understanding of productive improvisational practices in dance, drama and performance. Students will develop their understanding of working in a place, with themselves, and with others. Moving, seeing, vocalising, speaking, touching and proxemics will be used as key organising elements in further developing improvisational skills in textual, visual and kinetic performance modes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Identify ethical and productive ways of approaching and interacting with spaces and places, themselves and others in the context of dance, drama and performance; Demonstrate the basic performance elements of moving, seeing, vocalising, speaking, touching and proxemics; Apply advanced skills to improvising alone and with others; Apply an advanced embodied understanding of textual, visual and kinetic performance modes.

Class Contact: This unit of study will comprise three hours of workshops per week for one semester.


Assessment: Progressive assessment (attention to and completion of practical tasks and processes within workshop classes) 50%; Documentation of process 20%; Presentations 30%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACV1002 BASIC VIETNAMESE B

Locations: Footscray Park.

Prerequisites: Nil

Description: This unit of study is designed to improve students’ oral and written communicative skills in Vietnamese through the study of vocabulary, grammar, and culture. Emphasis is placed on developing beginning-level competence in the four basic skills: listening, speaking, reading, and writing. Topics will 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 will be able to: Communicate in the Vietnamese language in simple conversations; Compose short paragraphs, notes and messages in Vietnamese; Demonstrate Vietnamese language skills sufficient to move onto further levels of study; 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: Vietnamese Reader and handouts.

Assessment: In-Class assignments 40%; Mid-semester test 20%; End-of-semester examination (oral and written) 40%.

ACV2001 INTERMEDIATE VIETNAMESE A

Locations: Footscray Park.

Prerequisites: Nil

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 will be able to: Communicate in the Vietnamese language; Compose short paragraphs, notes and messages in Vietnamese; Demonstrate the ability to participate successfully in basic conversations; Demonstrate the ability to read and understand simple texts; Compose short writing about people’s lives in Vietnamese; 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: Vietnamese Reader and handouts.

Assessment: Assignment, in-class, 40%. Test, Mid-semester, 20%. Examination, Oral and written, 40%. Total effective word limit 3000 words.
ACV2002  INTERMEDIATE VIETNAMESE B

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides continued development of skills attained in ACV2001 Intermediate Vietnamese A. It continues to emphasise further expansion of vocabulary and grammatical structures in the language. The focus will be the comprehension of Vietnamese non-literary works combined with increased cultural awareness. Simplified texts and selected passages from Vietnamese newspapers and magazines are read with attention to lexical and semantic features. Grammar is systematically reinforced. Film, tapes and videos are used. It is expected that at the end of the unit, students will be able to express themselves with confidence on a wide range of topics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate an ability to express themselves with confidence on a wide range of topics; Demonstrate an ability to read Vietnamese newspapers with the aid of a dictionary; Demonstrate an ability to write short essays on several topics; 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: Vietnamese Reader and handouts.

Assessment: Assignment, in-class, 40%. Test, mid-semester, 20%. Examination, oral and written, 40%. Total effective word limit is 3000 words.

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, religions and customs; the dialogue between community-oriented attitude and individualism or the Vietnamese conceptions 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 will be able to: Demonstrate an ability to understand the terminology of the Vietnamese-speaking world; Demonstrate an ability to write business letters and commercial documents; Demonstrate an ability to understand comparative civilisations and cross-cultural environments; 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.


Assessment: Review, film/book, 20%. Essay, major, 40%. Examination, end-of-semester, 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 will be able to: Demonstrate an ability to understand the continuity and change in Vietnamese culture and society after the Vietnam War; Demonstrate an ability to understand the impact which the Vietnamese culture of war left on post-war Vietnam; Demonstrate an ability to understand the impact of globalisation on Vietnamese society; Demonstrate an ability to understand the relationship between the Vietnamese diaspora and their homeland; Demonstrate an ability to understand the politics of globalisation and diaspora generally; 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: To be advised by lecturer.

Assessment: Review, book/film, 20%. Essay, major, 40%. Examination, end-of-semester, 40%. Total effective word limit is 3000 words.

ACV3011  VIETNAMESE FOR BUSINESS

Locations: Footscray Park.

Prerequisites: Nil.

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 will be able to: Demonstrate an ability to understand the terminology of the Vietnamese-speaking business world; Demonstrate an ability to write business letters and documents; Demonstrate an ability to understand the Vietnamese business culture and mercantile practice. 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: To be advised by lecturer.

Assessment: Exercise, in-class, 30%. Essay, major, 30%. Examination, end-of-semester, 40%. Total effective word limit is 3000 words.
ACV3013 VIETNAMESE FOLKLORE
Locations: Footscray Park.
Prerequisites: Nil
Description: Designed for students who have already completed a two year beginners stream or three years of secondary school Vietnamese or obtained some equivalent qualifications, this unit of study is an in-depth study of Vietnamese culture as seen in the folk literature, arts and festivals. It aims at further development of overall language proficiency through work on reading and to enhance students’ understanding of the set of basic values underpinning ways of thinking and social interaction, including the use of language within the Vietnamese community. It also aims to enrich the students’ vocabulary and to enable them to use the Vietnamese language with accuracy. A systematic overview of Vietnamese grammatical and syntactic structures is introduced. Vietnamese is the main medium of instruction.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate an ability to understand Vietnamese traditions, beliefs and customs; Demonstrate an ability to read complex writings in Vietnamese; Demonstrate an ability to write long essays in Vietnamese. 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: Exercise, in-class, 40%. Essay, major, 30%. Examination, end-of-semester, 30%. Total effective word limit is 3000 words.

ACV3022 VIETNAMESE FILM AND MEDIA
Locations: Footscray Park.
Prerequisites: ACV3013 · VIETNAMESE FOLKLORE
OR equivalent language level.
Description: This unit of study provides an interdisciplinary understanding of the historical, social, cultural and linguistic aspects of Vietnamese film and media. Films, videos and journalistic texts are studied in terms of their cultural background, their treatment of reality, and their aesthetics. Emphasis is placed on textual analysis, 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 will be able to: Demonstrate a command of modern Vietnamese as used in mass media; Use analytical and interpretative skills; Write satisfactory book/film reviews and essays in Vietnamese.
Class Contact: Three hours per week for one semester, comprising one one-hour lecture and one two-hour seminar.
Required Reading: Bui Duc Tinh 1992, Nhung Buoc Dau Cua Bao Chi, Tieu Thuyet va Tho Mai, Nha Xuat Ban TP HCM, Ho Chi Minh City.
Assessment: Film review 30%; Essay 30%; End-of-semester examination 40%.

ACV3023 VARIATION AND CHANGE IN THE VIETNAMESE LANGUAGE
Locations: Footscray Park.
Prerequisites: Nil
Description: This unit of study is a continued study of fundamental Vietnamese semantics and grammar. It is designed to provide students with a better understanding of the Vietnamese language in terms of its historical development and its geographical variations. Selected readings and audiovisual materials are chosen in order to enhance students’ familiarisation of Vietnamese register and style in a variety of contexts. Dialects in Vietnamese and the Vietnamese language as spoken and written in Australia are studied. Conducted in Vietnamese.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate an ability to understand historical linguistics; Demonstrate an ability to understand change and variation in the Vietnamese language; Demonstrate an ability to understand the scholarly writings in Vietnamese; Demonstrate an ability to use Vietnamese material as a tool for research. 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: Exercise, in-class, 30%. Essay, major, 40%. Examination, end-of-semester, 30%. Total effective word limit is 3000 words.

ACV3032 SPECIAL TOPICS IN VIETNAMESE LITERATURE
Locations: Footscray Park.
Prerequisites: Nil.
Description: Advanced reading, essay writing, book review, discussion and other activities aim to give students increased confidence and pleasure in their speaking, reading and writing. Themes and texts will vary from year to year, depending on students’ interest, and will be drawn from the following topics: love, gender, war, colonialism and postcolonialism in Vietnamese literature; influences of China and the West on Vietnamese literature; the historical development of genres; tradition and innovation in 20th century Vietnamese literature, etc. Attention will be devoted to both aesthetic and ideological aspects of literature. Works of prose and poetry will be read in conjunction with discussions of the social conditions of the time. Conducted in Vietnamese.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate an ability to understand 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. 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: Review, book, 30%. Essay, major, 40%. Examination, end-of-semester, 30%. Total effective word limit is 3000 words.
ACW1020 SEX AND GENDER

Locations: St Albans.
Prerequisites: Nil.

Description: This unit of study introduces some issues in contemporary multicultural Australia from the perspective of gender relations. Drawing on experiences of work, sport, the law, family and education, the concepts of ‘gender order’ and ‘ patriarchy’ are explored to answer the questions: how do beliefs and attitudes to sex and gender affect our lives? Students undertake a gender analysis research project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate an understanding of what ‘gender conscious’ analysis means, and apply this in a variety of contexts; Understand some of the institutional and cultural issues affecting men and women in contemporary Australia; Undertake and complete a small, qualitative research project; Demonstrate a familiarity with the books, journals and some of the other library resources relevant to gender studies.

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

Required Reading: Book of Readings.
Assessment: Journal 40%; Research project 40%; Test 20%.

ACW1021 FASHIONING GENDER

Locations: St Albans.
Prerequisites: Nil.

Description: This unit of study explores some of the ways in which femininity and masculinity are ‘fashioned’ through popular cultural images and other forms of representation. Body image, magazines, soap operas and film will be examined. Some constructions and interpretations of sexuality will be explored. The main, but not exclusive, focus of this unit will be on contemporary Australian examples.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Better understand theories of gender representation; Engage with a variety of texts (written, visual and spoken) in which gender is represented; Read and understand the representation of femininity and masculinity in texts through the application of theoretical frameworks; Think critically and participate in debates around gender representation in tutorials.

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

Required Reading: Book of Readings.
Assessment: Article review 30%; Tutorial paper 30%; Essay 40%.

ACW2021 GENDER ON THE AGENDA

Locations: St Albans.
Prerequisites: Normally first year Gender Studies or Sociology units of study.

Description: This unit of study explores some of the ways that gender and gender relations have become a focus of public policy and practice in contemporary Australia. The major focus will be upon the institutions of the State including the political and judicial systems, but also the economy, which has become increasingly dominant in public policy decisions. The influence of other major institutions in determining public agendas such as religion and the media will also be considered through examination in the weekly topics, as well as students’ own choice of research topics. The unit specifically examines gendered work experience in the public and private sectors. The focus is on contemporary feminist theories and analyses of current issues including: balancing paid work and family; labour market restructuring and industrial relations; citizenship and globalisation; immigration and race relations; violence; law reform and gender in politics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Identify major discourses and academic contributors to those discourses on the contemporary Australian state; Provide a ‘gender analysis’ of these discourses; Apply their knowledge to constructing a critical case study utilising social research methods; Apply these knowledges and skills in roles in research, policy and service delivery in human service professional areas.

Class Contact: One-hour lecture and one-hour tutorial per week, and three hours per semester of mixed-mode or self-directed learning.

Required Reading: Book of Readings.
Assessment: Article review 30%; Major research project 70%.

ACW2022 RESEARCHING GENDERED LIVES

Locations: St Albans, Footscray Park.
Prerequisites: Normally first year Gender Studies units of study.

Description: This unit of study raises questions about the written record of people’s lives in Australia and in particular the marginalisation of issues of gender, class, race and ethnicity. The importance and difficulty of recovering the ordinary and extraordinary lives of people is explored. Issues of identity and memory, and the links of the personal to wider histories are examined. Students are introduced to oral history methods and complete their own oral history project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Identify the major discourses of international development theory and practice; Apply an understanding of how the gender agenda has been developed in the context of international development; Understand the meaning of inclusion and exclusion in the study of history and historiography, with particular reference to Australian history; Identify and apply feminist interpretations of history and historiography; Understand oral history methodology and undertake original research utilising oral history methods.

Class Contact: One one-hour lecture and one one-hour tutorial per week, and three hours per semester of mixed-mode or self-directed learning.

Assessment: Tutorial paper 40%; Oral history project 60%.

ACW2033 WOMEN AND INTERNATIONAL DEVELOPMENT

Locations: St Albans.
Prerequisites: Normally first year Gender Studies, Sociology or Community Development units of study.

Description: This unit of study will explore theories, strategies and discourses on women and feminism in the context of international political, economic and social development. Gender-conscious analysis and critique of development theories, policies, implementation and evaluation will also be examined. The focus will be on the intersections between gender and feminist analyses and sustainability in the era of globalisation. Topics will include: international trade and the movement of people; racism; conflict and militarisation; environmental crises and critiques of western paradigms. Recommended for Gender Studies, Community Development and International Studies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Identify the major discourses of international development theory and
practice; provide a ‘gender analysis’ of these discourses; apply their knowledge to constructing a critical case study; apply this knowledge to make a professional contribution to the international development sector (postgraduate).

Class Contact: One one-hour lecture and one one-hour tutorial per week, and three hours per semester of mixed-mode or self-directed learning.


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

**ACW3019 GENDER, SCREEN, IDENTITY**

**Locations:** St Albans.

**Prerequisites:** Second year unit of study in Gender Studies and/or Communication Studies.

**Description:** This unit of study examines feminist approaches to representations of masculinity and femininity in film, television and new media (such as blogs or online social sites), and the ways that interacting with the media feed into the construction of gendered social identities. It looks at the development of feminist screen theories and classical film texts; the impact of feminism on popular culture; and productions that question, subvert or critique conventional gender representations.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:
- Identify key issues in feminist screen theory;
- Understand theories about gender and representation, and why this field of study is of importance to scholars of gender;
- Analyse psychoanalytic approaches to understanding the pleasures of viewing narrative film;
- Consider arguments about gender and genre;
- Think theoretically about culture and cultural productions;
- Read theoretically-informed articles about film and television;
- Contrast theoretical paradigms;
- Undertake analyses of media texts;
- Research and summarise; Write synthesis and argumentation.

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

**Required Reading:** Gender, Screen, Identity: Book of Readings.

**Assessment:** Essay 40%; Analysis 30%; Seminar paper 30%.

**ACW3022 RETHINKING THE FAMILY**

**Locations:** St Albans.

**Prerequisites:** Normally ACW1020 Sex and Gender and ACW1021 Fashioning Gender and/or first year Sociology.

**Description:** The aim of this unit of study is to examine the ways the family is changing in contemporary Australia. Various theories seeking to explain these changing patterns are explored and debated. The unit covers a history of the family in Australia, the role of the family in contemporary capitalist societies, the development of alternatives to the nuclear family, the rise of divorce, the issue of childlessness and new reproductive technologies, family violence, and the likely changes to the family over the next 50 years.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:
- Consider the historical forces which shaped the contemporary range of family formations;
- Understand the range of family patterns within Australia;
- Understand the cultural, gendered and sexual issues which impact on familial behaviour;
- Comprehend the role of the state in terms of the family;
- Understand the likely changes to the family, and their causes, over the next 50 years.

**Class Contact:** One one-hour lecture and one one-hour tutorial per week plus three hours per semester of mixed-mode or self-directed learning.

**Required Reading:** Poole, M (ed) 2004, Family: changing families, changing times, Allen and Unwin, New South Wales.

**Assessment:** Exploratory essay 60%; Test 40%.

**ACW3023 GENDER CROSS-CULTURALLY**

**Locations:** St Albans.

**Prerequisites:** Normally first year Gender Studies units.

**Description:** This unit of study raises questions about gender relations and gender order from cross-cultural perspectives both within and outside Australia. In doing so, the Anglocentricity and gender-blindness of much mainstream disciplinary discourses such as anthropology are examined. The impact of gendered beliefs and assumptions on political and social discourse and on policy, locally and internationally, will be considered through case study research undertaken by students.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:
- Identify gender difference and gender in different cultures and in cross-cultural situations;
- Provide an analysis of the role of gender order and relations in cross-cultural settings;
- Apply this knowledge to specific situations and events within and across communities and in broader national and international realms;
- Contribute a gendered perspective to policy and debate on matters of 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:** Gender Cross Culturally: Book of Readings.

**Assessment:** Article review 40%; Case study and presentation 60%.

**ACW3024 VARIETIES OF FEMINIST THOUGHT**

**Locations:** St Albans.

**Prerequisites:** Normally ACW1020 Sex and Gender, ACW1021 Fashioning Gender.

**Description:** This unit of study explores a number of streams of feminist thought ranging from liberal feminism to postfeminism. It looks at the ‘waves’ of feminism and 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 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:** Book of Readings.

**Assessment:** Essay (2000 words) 50%; Test 30%; Online discussion 20%.

**ACW3025 KNOWING BODIES**

**Locations:** St Albans.

**Prerequisites:** ACW1020 - Sex and Gender; ACW1021 - Fashioning Gender.

Required Reading:...

Assessment:...

Learning Outcomes:...

Class Contact:...

Required Reading:...

Assessment:...
**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 one-hour lecture and one two-hour weekly seminar/workshop.

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

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

**ACX1001 KNOWING AND KNOWLEDGE A**

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

**Prerequisites:** Nil.

**Description:** This unit aims to build a solid foundation of core study skills; for use at university and in other professional and community settings. This includes skills related to note taking, group discussions, research (including library and online database work), essay writing, and formal presentations. This unit also probes how we know what we know, what it means to be human, and how academic study might help us to answer these and other big questions. A key theme of this unit relates to the way knowledge is a constructed, contested and changing phenomenon.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Create accurate and meaningful notes taken during lectures and workshops, and when reading various 'secondary sources' such as text books, academic articles, press materials, films/videos, radio, or world wide web/internet; Locate relevant texts through advanced library searches, including other catalogues and online services (e-reserve); Write in a clear and well argued manner suitable for academic purposes; Use Harvard referencing system appropriately.

**Class Contact:** One 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:** Essay, Short essay on building academic summatising skills & Harvard referencing skills, 30%. Essay, Longer essay on using library research skills, 40%. Test, Test on lecture content, 30%. Total effective word limit 3000 words.

**ACX1002 KNOWING AND KNOWLEDGE B**

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

**Prerequisites:** Nil.

**Description:** This unit follows on from Knowing and Knowledge A, but Knowing and Knowledge B is not a prerequisite. Knowing and Knowledge B helps students to build their academic skills, especially in discussing, researching and writing about complex social and ethical issues. These issues include: our use of and relationship to technologies, our use of and relationship to animals, our understanding and response to climate change, our use of the media and issues of media ownership and censorship, our understanding of how our identities are formed and intersected by our different backgrounds and experiences. Knowing and Knowledge B equips students to research and work collaboratively, and helps students to develop the skills and confidence to prepare and deliver formal class presentations (making use of such platforms as Powerpoint, and embedding presentations with videos, weblinks and other materials).

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Demonstrate advanced research and essay writing skills; Explain and demonstrate their capacity to source relevant academic articles and other material through online search; Demonstrate, through formal classroom presentations, effective spoken communication skills for academic purposes; Share complex ideas and information with class peers and tutors; Show confident use of a range of supportive ICT platforms, including Powerpoint.

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

**Required Reading:** ACX1002 Unit Book of Readings (current year).

**Assessment:** Essay, Short essay based on advanced library search skills, 30%. Presentation, Powerpoint presentation and hardcopy hand-up version, 40%. Test, Test on lecture content, 30%. Total effective word limit 3000 words.

**ACKNOWLEDGEMENTS**

**ACX2001 INTERNATIONAL STUDY**

**Locations:** Footscray Park.

**Prerequisites:** Normally completion of first year.
Description: This unit of study is designed for students undertaking an approved program of international study as part of their course. This may be through participation in an organised short term study tour to a specified country for the purposes of formal study of the country’s language, culture and society combined with experiential learning through living in the country and dealing with real-life intercultural interactions; or as part of a more sustained period of international study through a student exchange program to a university or other similar location in the designated country approved by the student’s course co-ordinator and Victoria University.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate an understanding of other cultures and societies through experiential learning (a program of study in another country); Develop core graduate attributes in problem-solving, using information, oral and written communication, working autonomously and collaboratively and working in socially and culturally diverse contexts; Demonstrate specific disciplinary knowledge and skills in areas of the negotiated content of the program of international study.

Class Contact: Equivalent to a quarter of a semester’s load of full-time study. Format of classes and other learning activities and experiences will be negotiated for each specific program.

Required Reading: Dependent on the negotiated program.

Assessment: Assessment is dependent on the negotiated program, but equivalent to what is required for other units with the same credit point value.

ACK3002 SPECIAL PROJECT

Locations: Other.

Prerequisites: Normally completion of first year.

Description: This unit of study is designed to enable students who have demonstrated interest and capacity to engage in independent work to participate in an interdisciplinary collaborative project in their final year of undergraduate study. Students will form teams based on the complementary knowledge and skills required for each specifically identified project. They will work under the supervision of a designated academic supervisor, contributing to the planning and production of a negotiated ‘project’ outcome. An important focus of this unit is the opportunity for students from different disciplines to work together on a project. The unit can be credited to a major whose content reflects the nature of the contribution the student makes to the group project or can be an elective unit of study.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Produce the negotiated project outcome, which would normally be a tangible product such as a print publication, media programming (film/video, multimedia, website, sound), work/s for exhibition, or project report and presentation; Demonstrate core graduate attributes in problem-solving, using information, oral and written communication, working autonomously and collaboratively and working in socially and culturally diverse contexts, to the level required for novice professional practice; Apply specific disciplinary knowledge and skills in areas of the negotiated content of the project.

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

Required Reading: Dependent on the negotiated program.

Assessment: Negotiated project production 80%; Reflective diary (including log of contribution to the team effort) 20%.

ACK3003 PROFESSIONAL AND CAREER DEVELOPMENT

Locations: St Albans, Footscray Park.

Prerequisites: To be advised.

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 fulfillment. 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: Understand 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.


Assessment: Class presentation 10%; History and culture of a profession 40%; Journal 10%; Capstone Task (job application and CV) 40%. Total EWL 3000 words.

ACK3004 RESEARCH PROJECT

Locations: Other.

Prerequisites: Normally completion of first year.

Description: This unit of study is designed to enable students who have demonstrated interest and capacity to engage in independent work to participate in an interdisciplinary collaborative or individual research project, usually in their final year of undergraduate study. Students will usually form teams based on the complementary knowledge and skills required for each specifically identified project. They will work under the supervision of a designated academic supervisor, contributing to the planning and production of a negotiated ‘project’ outcome. An important focus of this unit is the opportunity for students from different disciplines to work together on a project, where appropriate. The unit can be credited to a major whose content reflects the nature of the contribution the student makes to the group project or can be an elective unit of study in the Bachelor of Arts.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Produce the research project outcome, which would normally be a tangible product such as a print publication, media programming (film/video, multimedia, website, sound), work/s for exhibition, or project report and presentation; Demonstrate the development of core graduate attributes in problem-solving, using information, oral and written communication, working autonomously and collaboratively and working in socially and culturally diverse contexts, to the level required for novice professional practice; Apply specific disciplinary knowledge and skills in areas of the negotiated content of the project.

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

Required Reading: Dependent on the negotiated program.
ACX3005 GRADUATING PROJECT 1

Locations: St Albans, Footscray Park.

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

Description: The purpose of this first semester project unit is to develop a project concept, partnership and plan. The ways that these are developed will vary with the students’ specialisations, interests and career orientation. Students will work with a tutor who is expert in their field of specialisation. Projects may be developed in specialised groups or interdisciplinary groups. In developing this project students are expected to utilise their learning throughout the course in their core units and specialisations. Students are encouraged to assist each other, and working groups will be established to support student collaboration. The work undertaken will be with an industry and/or community partner.

Credit Points: 12

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

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

Required Reading: Arts Graduating Project manual and reader.

Assessment: Presentation, Concept pitch (oral presentation), 20%; Project, Project documentation, 50%; Journal, Working journal, 20%; Other, Partnership contract, 10%. Equivalent to 3000 words.

Placement students will work within a clearly developed contract with the organisation commissioning or sponsoring their group project.

ACX3006 GRADUATING PROJECT 2

Locations: St Albans, Footscray Park.

Prerequisites: Usually ACX3005 Graduating Project 1 or APP3023 Psychological Issues in the Workplace.

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 practise 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; Produce, present and advocate a professional project result.

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

Required Reading: Graduating Project manual and reader.

Assessment: Journal, working journal including self-evaluation, 20%; Presentation, Mid-point work-in-progress report and presentation to class and client, where appropriate, 20%; Project, Final product or outcome, 60%. Equivalent to 3000 words.

Placement students will work within a clearly developed contract with the organisation commissioning or sponsoring their group project.

ACX4001 HUMANITIES HONOURS 4

Locations: St Albans, Footscray Park.

Prerequisites: Completion of a major in Cultural Studies, Communications, History, Language or Literary Studies.

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: To be advised.

Class Contact: The unit of study will be offered by directed study, with seminars if required.

Required Reading: To be determined in each discipline.

Assessment: Critical bibliography 30%; Essay (2000 words) 30%; Essay (3000 words) 40%.

ACY1001 PRINCIPLES AND PRACTICE OF PUBLIC RELATIONS

Locations: 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; Account for the increasing role of public relations in the mass media; Understand the critical issues involved in crisis management.

Class Contact: Thirty-six hours over one semester comprising a one-hour lecture, one-hour tutorial and one-hour workshop per week.


Assessment: Short essay 30%; Class exercises 20%; Review of a public relations campaign (presentation and report) 50%. (Equivalent to 3000 words).
ACY1002 PUBLIC SPEAKING AND COMMUNICATION

Locations: St Albans.

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: 2.5 hours per week comprising a lecture and interactive workshop over 12 weeks or equivalent.


Assessment: Oral Presentation 20%; Committee briefing 40%; Interview group assignment 40%. (Equivalent to 3000 words).

ACY2003 MEDIA MANAGEMENT IN PUBLIC RELATIONS

Locations: St Albans.

Prerequisites: Nil.

Description: Media Management in Public Relations develops public relations students’ understanding and appreciation of the area of media relations. The focus is on media management across the range of mediums in which contemporary public relations are practised. There is strong emphasis on practical application of PR media techniques during class discussion and in the assessment tasks. Theories and analyses of how the media is constructed and understood provide a context for developing skills effective for media management. This unit of study aims to develop public relations students’ understanding and appreciation of the critical area of media relations. The focus is upon media management across the range of mediums in which contemporary public relations is practised. Media organisations and media players will be studied to provide a way of developing effective skills for media management. Students will be introduced to operational practices of different media organisations in print, radio, television, internet and mobile phones. They will explore the relationship between public relations and media practitioners, focusing upon perceptions and realities of this dynamic relationship. Ethical concerns of both journalists and public relations practitioners are highlighted. Students will be exposed to the techniques in media production across different mediums. Students will learn specific skills in media relations including interview techniques and planning a media campaign, to enable them to work with the main media players in industry.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Identify and describe the range of Australian media products, key media organisations, and the operational methods and management expectations of those organisations; Analyse the complex relationship between public relations and the media; Examine how news is constructed and relayed across different formats and mediums; Identify and consider ethical issues in dealing with media people and organisations; Identify the key issues of a PR campaign in the media, and the key target markets for such a campaign; Develop and implement a media campaign, the best strategy, assess media outlets and methods to communicate a PR campaign; Use key media skills including basic interviewing skills, interview planning skills, and program planning skills.

Class Contact: Weekly one-hour seminar and one-hour tutorial over one semester.


Assessment: Media campaign 40%; Classroom exercises: tests, classroom exercises professional interview and class exam 60%. Students are also expected to demonstrate an active interest in the media and be prepared to listen, read and watch key media outlets (especially news and current affairs programs) on a daily basis. (Equivalent to 3000 words).

ACY2005 COMMUNICATION RESEARCH

Locations: St Albans.

Prerequisites: Nil.

Description: There are many problems in applied communication and public relations which require the use of evaluative or formative research to develop solutions. Research helps set objectives for communications programs and campaigns, enables communication practitioners to monitor issues and organisational image and persona and provides a way to evaluate and judge the success of particular campaigns. This unit of study will consider the use of research methods in applied communication and public relations. Students will learn how to research audiences and publics in the context of developing actual communication programs and how to interpret the results of commissioned research. The unit will familiarise students with a range of relevant research methodologies and develop students’ skills in the practice of a selection of research techniques that are most relevant to the communication professional. Students will be familiarised with a range of relevant research methodologies and methods, including qualitative research and action research, surveys, content analysis, interviewing and focus groups. They will be introduced to theoretical discourses in research methodologies, in order to better choose and evaluate appropriate research tools. Ethical considerations in the choice of research methods, as well as in communicating and interpreting research data is a major focus. On completion of this unit, students should have a thorough understanding of how to develop a research question and design; interpret, examine and present findings and recommendations in an applied situation. Students will learn how to schedule work; work in groups on a major project; develop interpersonal skills in group situations; understand the difficulties associated with undertaking communication research.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Identify the major characteristics of communication research methods and applications; List a range of methods and describe how they are applied in communication research; Define research questions and choose a research design; Distinguish and describe the uses of market research, audience studies and public research; Critically read research studies undertaken in public relations and communication research; Identify the range of research skills needed when dealing with human informants, including issues of ethical practice; Present and interpret data in a professional manner.
**ACY3001 PUBLIC RELATIONS CAMPAIGNS AND MANAGEMENT**

Locations: St Albans.

Prerequisites: Normally the first two years of the Public Relations specialisation.

Description: Professional practice placement, and helps students find graduate employment on campus. Students are required 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 team or part of a hierarchy in a diverse range of workplace contexts; 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Methodically plan and implement a public relations campaign as part of a team; Write a strategic campaign plan and an evaluative report; Explain the various issues and challenges in campaigning in the contemporary PR and broader social, economic and political climate.

Class Contact: 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).

**ACY3004 CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS**

Locations: St Albans.

Prerequisites: Normally the first two years of the Bachelor of Communication.

Description: This critical unit of study provides students with key skills in planning a career, especially as a communication professional. Whilst there is a general focus, the unit focuses on 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. Speaker guests 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 graduate position utilising their specialisation in communication studies; Describe and analyse the dynamics of working individually, as part of a team or part of a hierarchy in a diverse range of workplace contexts; Use their learning and experience in professional practice to gain a graduate position; Use reflective and evaluative analysis to examine and improve upon their professional practice.

Class Contact: Two hours per fortnight workshop on campus or 24 hours delivered as flexible delivery over a semester; 15 day professional practice placement off campus.

Required Reading: Communication Professional Practice Manual.

Assessment: Report, Mid-placement oral and written report, 20%. Journal, Placement reflective journal of fifteen substantive entries, 50%. Other, Log of hours and assessment of duties submitted by the student and confirmed by site supervisor, 30%. Total effective word limit 3000 words.

**ACY3006 MARKETING COMMUNICATION**

Locations: St Albans.

Prerequisites: Usually first year of the Bachelor of Communication.

Description: Marketing Communication has been developed as an intensive introduction to these two areas to ensure that students completing the public
relations specialisation, or students interested in entering applied communication professions have an up-to-date understanding of the fundamental concepts and practices of marketing as they relate to the contemporary practice of public relations and applied communication professions in Australia and the global environment. The unit prepares students to work in integrated communication environments, particularly where a marketing background is required as well as public relations to develop promotional campaigns. Students learn about integrated marketing approaches and the connection of public relations to marketing through practices such as sales promotion, direct selling and strategic marketing. Students are also introduced to basic marketing concepts such as promotion, concept development and pricing and learn how market research helps communication practitioners understand publics and consumers.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Describe and analyse the ways public relations converges with marketing and advertising; Identify basic marketing principles as they are applied to public relations and communication practice; Explain the roles of advertising, integrated marketing, promotion, concept development and pricing in public relations work and campaigns; Identify how market research helps public relations practitioners relate to publics and consumers; Explain links between pricing, positioning and marketing strategies and communication campaigns.

Class Contact: Two-hour seminar weekly over one semester.

Required Reading: ACY3006 Marketing Communication Book of Readings.

Assessment: Marketing assignment 50%; Class work 50%. (Equivalent to 3000 words).

UMC2062 ENSEMBLE 2. 2

Locations: St Albans.

Prerequisites: UMC2061 - ENSEMBLE 2. 1

Description: This unit of study aims to develop students’ skills in choosing, negotiating, preparing (inclusive of arranging/transposing) repertoire within the context of a musical ensemble. Students will develop skills in researching and locating repertoire, and investigating artistic values, goals and intents. Students will demonstrate self-discipline in individual preparation. Students will examine their own personal conduct, including interpersonal interactions within an ensemble, and make the necessary adjustments to facilitate the optimum rehearsal and performance outcomes for each individual piece of music. The unit also aims to explore the character of selected repertoire to achieve an understanding of styles and/or substyles. Successful completion of this unit will provide students with some of the information, skills and processes necessary to develop repertoire and perform at a professional level.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate skills in selecting appropriate repertoire as a means of developing the sound, character and musical direction of an ensemble; Prepare scores and parts for members of the ensemble to rehearse and perform; Demonstrate fluency in transposing scores and parts to keys that are appropriate for members of the ensemble, transcribing music and lyrics from recordings and arranging parts to meet the specific instrumentation of the ensemble; Develop rehearsal techniques and communication skills within the ensemble - address and solve problems that may occur in the process of rehearsing; Develop techniques and language for critically appraising ensemble performance and rehearsal; Develop improvisation skills within the ensemble; Develop critical listening skills for playing in an ensemble (ie. balance, intonation, rhythm, frequency range, dynamics and interpretation); Demonstrate individual organisational protocols as is required to attend ensemble classes fully prepared to engage in rehearsing repertoire; Demonstrate performance preparation skills; Demonstrate musical and stylistic awareness; Develop good teamwork; Present works publicly to an advanced standard.

Class Contact: Two hours per week for one semester.
SCHOOL OF SOCIAL SCIENCES AND PSYCHOLOGY

Below are details of courses offered by the School of Social Sciences and Psychology in 2011. This information is also available online on the University’s searchable courses database at www.vu.edu.au/courses

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

**BACHELOR OF ARTS (INTERNATIONAL STUDIES)/BACHELOR OF BUSINESS (INTERNATIONAL TRADE)**

Course Code: ABBI

Campus: St Albans, Footscray Park.

This course is for Continuing students only

Course Objectives: The aims of the course are to provide graduates with: a comprehensive overview of the theories, principles and practice of international trade and the relevant techniques and research skills; a strong understanding of the history, economic development, cultural traditions, political systems and social traditions in a number of countries in the Asian region; a solid grasp of an Asian language; and a broad education not normally associated with a single undergraduate degree.

Course Duration: 4 years

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

Course Structure

All undergraduate degree units of study carry a value of 12 credit points in this course. Students must complete 384 credit points to graduate. Students must complete 32 semester-length units of study, a sequence of eight units of study to pursue an Arts major in a language or another international studies major, plus a further six units of study in a language or another international studies major for the Arts Strand. International Study majors Advanced English for Speakers of other Languages (AESOL) Asian Studies Chinese History International Cultural Studies Japanese Political Science Sociology of the Global South Spanish Vietnamese

Year 1

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<tr>
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<th>Credit Points</th>
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<td>ACX1001</td>
<td>KNOWING AND KNOWLEDGE A</td>
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<tr>
<td>BCO1102</td>
<td>INFORMATION SYSTEMS FOR BUSINESS</td>
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<td>BEO1103</td>
<td>MICROECONOMIC PRINCIPLES</td>
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<td>MACROECONOMIC PRINCIPLES</td>
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<td>BEO1106</td>
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Plus Arts major unit 1

Year 2

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<tr>
<td>BEO3378</td>
<td>INTERNATIONAL ECONOMICS AND FINANCE</td>
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Semester 2

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<td>BEO2254</td>
<td>STATISTICS FOR BUSINESS AND MARKETING</td>
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<td>BEO3430</td>
<td>INTERNATIONAL ECONOMIC ANALYSIS</td>
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Semester 2

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<td>STRATEGIC INTERNATIONAL TRADE OPERATIONS</td>
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<tr>
<td>BEO3500</td>
<td>APPLIED ECONOMICS RESEARCH PROJECT</td>
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**BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF SCIENCE**

Course Code: ABIN

Campus: Footscray Park.

This course is for Continuing students only

Course Objectives: .

Course Duration: 4 years

Admission Requirements:

Course Structure

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BACHELOR OF INTERNATIONAL STUDIES (I)

Course Code: ABIS

Campus: Footscray Park.

Course Objectives: The objectives of the course are: to provide students with the opportunity to complete a course of study that develops their knowledge of and capacity to engage effectively in international contexts; through choice of specialisation/s, to enable students to develop their knowledge and skills in two or three specific areas relevant to the international context; to enhance opportunities for students to participate in an extended international experience (such as student exchange) as part of their studies; to provide the opportunity for students to develop interpersonal and intercultural awareness and skills that will equip them for future employment in culturally diverse contexts both within Australia and globally.

Course Duration: 3 years

Admission Requirements: For Direct Entry into the degree: Satisfactory completion of Year 12 or equivalent with a grade average of D in English together with fulfilment of any additional specialist requirement. To be awarded the degree of Bachelor of International Studies students must have successfully completed a total of 288 credit points.

Course Structure
All students in the Bachelor of International Studies are required to undertake core studies in international and intercultural learning through project and professional placement. For many students this would include spending a semester studying abroad through student exchange and/or participation in a study tour or participation in work or community service learning.

Core Units
- ACX1000 COMMUNICATING TRANSCULTURALLY 12
- AAP3014 DIMENSIONS OF GLOBAL POLITICS 12
- ASX3000 INTERNATIONAL STUDIES PROJECT 12
- ACX3001 INTERNATIONAL STUDIES: PROFESSIONAL LEARNING 12

International Studies Specialisations
Students undertake two specialisation sequences of six units each (total 12 units) from the following:
- Advanced English for Speakers of Other Languages (AESOL)
- Asian Studies
- History
- Political Science
- Sociology
- Vietnamese
- Specialisations in Chinese, Japanese, Spanish, Indonesian and Arabic are also available through a complementary enrolment agreement with the University of Melbourne.

(Other three-year language sequences from other universities may also be considered by the coordinator).

Plus Six Electives
- ASPAES ADVANCED ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (AESOL) 0
- ASPASI ASIAN STUDIES 0
- ASPHIS HISTORY 0
- ASPPOL POLITICAL SCIENCE 0
BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF BUSINESS (INTERNATIONAL TRADE)

Course Code: ABIT

Campus: Footscray Park.

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).

Course Duration: 4 years

Admission Requirements: For Direct Entry into the combined degree: Satisfactory completion of Year 12 or equivalent with a grade average of D in English together with fulfilment of any additional specialist requirement.

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.

CORE UNITS

Business (International Trade) units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>BAO1101</td>
<td>ACCOUNTING FOR DECISION MAKING</td>
<td>12</td>
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<tr>
<td>BEO1105</td>
<td>ECONOMIC PRINCIPLES</td>
<td>12</td>
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<tr>
<td>BCO1102</td>
<td>INFORMATION SYSTEMS FOR BUSINESS</td>
<td>12</td>
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<tr>
<td>BEO1106</td>
<td>BUSINESS STATISTICS</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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<tr>
<td>BMO1102</td>
<td>MANAGEMENT AND ORGANISATION BEHAVIOUR</td>
<td>12</td>
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<tr>
<td>BFP1001</td>
<td>PROFESSIONAL DEVELOPMENT 1</td>
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<tr>
<td>BEO1252</td>
<td>INTERNATIONAL BUSINESS CONTEXT</td>
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<tr>
<td>BEO2254</td>
<td>STATISTICS FOR BUSINESS AND MARKETING</td>
<td>12</td>
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<tr>
<td>BEO3378</td>
<td>INTERNATIONAL ECONOMICS AND FINANCE</td>
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<tr>
<td>BFP2001</td>
<td>PROFESSIONAL DEVELOPMENT 2</td>
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<td>BEO3432</td>
<td>STRATEGIC INTERNATIONAL TRADE OPERATIONS</td>
<td>12</td>
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<tr>
<td>BEO3430</td>
<td>INTERNATIONAL ECONOMIC ANALYSIS</td>
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<tr>
<td>BEO3517</td>
<td>INTERNATIONAL TRADE PRACTICES</td>
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<tr>
<td>BHO3373</td>
<td>INTERNATIONAL MARKETING</td>
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Arts (International Studies) units

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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>ACX1000</td>
<td>COMMUNICATING TRANSCULTURALLY</td>
<td>12</td>
</tr>
<tr>
<td>AAP3014</td>
<td>DIMENSIONS OF GLOBAL POLITICS</td>
<td>12</td>
</tr>
<tr>
<td>ASX3500</td>
<td>INTERNATIONAL INTERDISCIPLINARY PROJECT</td>
<td>12</td>
</tr>
<tr>
<td>ASX3001</td>
<td>INTERNATIONAL STUDIES: PROFESSIONAL LEARNING</td>
<td>12</td>
</tr>
</tbody>
</table>

INTERNATIONAL STUDIES SPECIALISATIONS

Students undertake a specialisation sequence of six units from the following:
- Advanced English for Speakers of Other Languages (AESOL)
- Asian Studies
- History
- Political Science
- Sociology
- Vietnamese

Specialisations in Chinese, Japanese, Spanish, Indonesian and Arabic are also available through a complementary enrolment agreement with the University of Melbourne.

(Other three-year language sequences from other universities may also be considered by the coordinator).

PLUS SIX ELECTIVES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
</tr>
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<tbody>
<tr>
<td>ASPAES</td>
<td>ADVANCED ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (AESOL)</td>
<td>0</td>
</tr>
<tr>
<td>ASPASI</td>
<td>ASIAN STUDIES</td>
<td>0</td>
</tr>
<tr>
<td>ASPHIS</td>
<td>HISTORY</td>
<td>0</td>
</tr>
<tr>
<td>ASPPOL</td>
<td>POLITICAL SCIENCE</td>
<td>0</td>
</tr>
<tr>
<td>ASPSOC</td>
<td>SOCIOLOGY</td>
<td>0</td>
</tr>
<tr>
<td>ASPVIE</td>
<td>VIETNAMESE</td>
<td>0</td>
</tr>
</tbody>
</table>
The course focuses on human resource issues. It exposes students 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 is for Continuing students only.

**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.

**Course Duration:** 4 years

**Admission Requirements:** To qualify for admission to the course, an applicant must have successfully completed a course of study at Year 12 or equivalent*. Year 12 Prerequisites Units 3 and 4 study score of at least 20 in English (any). Selection Mode Current year 12 applicants: Equivalent National Tertiary Entrance Rank (ENTER) and two-stage process with a middle-band of approximately 20%. Non-current year 12 applicants: ENTER and/or academic record. Middle Band: consideration is given to performance in the full range of VCE studies undertaken. *Applicants who have not completed Year 12 but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. In addition to satisfying the entry requirements for Australian resident students or demonstrating equivalence, overseas students must provide evidence of proficiency in the English language: International English Language Testing System - overall score of 6 and no individual band score less than 6.0.

**Course Structure:**
To be awarded the Bachelor of Psychology/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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APP1012</td>
<td>PSYCHOLOGY 1A</td>
<td>12</td>
</tr>
<tr>
<td>APP1013</td>
<td>PSYCHOLOGY 1B</td>
<td>12</td>
</tr>
<tr>
<td>ACX1001</td>
<td>KNOWING AND KNOWLEDGE A</td>
<td>12</td>
</tr>
<tr>
<td>APP1016</td>
<td>FOUNDATIONS OF PSYCHOLOGICAL RESEARCH</td>
<td>12</td>
</tr>
<tr>
<td>APP2013</td>
<td>PSYCHOLOGY 2A</td>
<td>12</td>
</tr>
<tr>
<td>APP2014</td>
<td>PSYCHOLOGY 2B</td>
<td>12</td>
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<tr>
<td>APP2101</td>
<td>INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY</td>
<td>12</td>
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<tr>
<td>APS2030</td>
<td>QUALITATIVE SOCIAL RESEARCH METHODS 1</td>
<td>12</td>
</tr>
<tr>
<td>APS2040</td>
<td>QUANTITATIVE SOCIAL RESEARCH METHODS 1</td>
<td>12</td>
</tr>
<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>
<td>12</td>
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<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>
</tr>
<tr>
<td>APP3028</td>
<td>FIELDWORK</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>PLUS 2 Psych Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PLUS 8 Electives from the Bachelor of Arts (Must include a specialisation)</td>
<td></td>
</tr>
</tbody>
</table>

**PSYCHOLOGY ELECTIVE UNIT OPTIONS**

- maybe available St Albans or Footscray Park.

Only a selection of these units are offered each year.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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<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>
</tr>
<tr>
<td>APP3020</td>
<td>PSYCHOANALYSIS</td>
<td>12</td>
</tr>
<tr>
<td>APP3021</td>
<td>PSYCHOLOGY OF ADJUSTMENT</td>
<td>12</td>
</tr>
<tr>
<td>APP3025</td>
<td>PSYCHOLOGICAL ASSESSMENT</td>
<td>12</td>
</tr>
<tr>
<td>APP3026</td>
<td>COGNITIVE PSYCHOLOGY</td>
<td>12</td>
</tr>
</tbody>
</table>

**BACHELOR OF PSYCHOLOGY/ BACHELOR OF BUSINESS (HUMAN RESOURCE MANAGEMENT)**

**Course Code:** ABPH

**Campus:** Footscray Park.

This course is for Continuing students only.

**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.

**Course Duration:** 4 years

**Admission Requirements:** To qualify for admission to the course, an applicant must have successfully completed a course of study at Year 12 or equivalent*. Year 12 Prerequisites Units 3 and 4 study score of at least 20 in English (any). Selection Mode Current year 12 applicants: Equivalent National Tertiary Entrance Rank (ENTER) and two-stage process with a middle-band of approximately 20%. Non-current year 12 applicants: ENTER and/or academic record. Middle Band: consideration is given to performance in the full range of VCE studies undertaken. *Applicants who have not completed Year 12 but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. In addition to satisfying the entry requirements for Australian resident students or demonstrating equivalence, overseas students must provide evidence of proficiency in the English language: International English Language Testing System - overall score of 6 and no individual band score less than 6.0.

**Course Structure:**
To be awarded the Bachelor of Psychology/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 - BUSINESS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
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<tbody>
<tr>
<td>BEO1105</td>
<td>ECONOMIC PRINCIPLES</td>
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</tr>
<tr>
<td>BMD1102</td>
<td>MANAGEMENT AND ORGANISATION BEHAVIOUR</td>
<td>12</td>
</tr>
<tr>
<td>BCO1102</td>
<td>INFORMATION SYSTEMS FOR BUSINESS</td>
<td>12</td>
</tr>
<tr>
<td>BFP1001</td>
<td>PROFESSIONAL DEVELOPMENT 1</td>
<td>12</td>
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<tr>
<td>BEO1106</td>
<td>BUSINESS STATISTICS</td>
<td>12</td>
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<tr>
<td>BFP2001</td>
<td>PROFESSIONAL DEVELOPMENT 2</td>
<td>12</td>
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<tr>
<td>BAO1101</td>
<td>ACCOUNTING FOR DECISION MAKING</td>
<td>12</td>
</tr>
<tr>
<td>BLO1105</td>
<td>BUSINESS LAW</td>
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<td>BLO2207</td>
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<tr>
<td>BMO3476</td>
<td>TRAINING AND DEVELOPMENT</td>
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<tr>
<td>BMO3420</td>
<td>HUMAN RESOURCE INFORMATION SYSTEMS</td>
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<tr>
<td>BMO3220</td>
<td>HUMAN RESOURCE MANAGEMENT</td>
<td>12</td>
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<tr>
<td>BHO1171</td>
<td>INTRODUCTION TO MARKETING</td>
<td>12</td>
</tr>
<tr>
<td>BMO3323</td>
<td>EMPLOYEE RELATIONS MANAGEMENT</td>
<td>12</td>
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<tr>
<td>BMO3325</td>
<td>HUMAN RESOURCES MANAGEMENT EVALUATION</td>
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<td>BMO3324</td>
<td>CONSULTING AND COUNSELLING</td>
<td>12</td>
</tr>
<tr>
<td>APP3028</td>
<td>FIELDWORK</td>
<td>12</td>
</tr>
</tbody>
</table>
BACHELOR OF PSYCHOLOGY (INTERPERSONAL & ORGANISATIONAL)
Course Code: ABPO
Campus: St Albans.

This course is for Continuing students only

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.

Course Duration: 3 years

Admission Requirements: 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 Psychology (Interpersonal and 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 and Organisational (eight units). In addition, students will also be required to complete Knowing and Knowledge A and Foundations of Psychological Research at first-year level plus 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APP1012</td>
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<td>ACX1001</td>
<td>KNOWING AND KNOWLEDGE A</td>
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<tr>
<td>APP1014</td>
<td>INTERPERSONAL SKILLS</td>
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<tr>
<td>APP1013</td>
<td>PSYCHOLOGY 1B</td>
<td>12</td>
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</table>

BACHELOR OF PSYCHOLOGICAL STUDIES (INTERPERSONAL & ORGANISATIONAL)
Course Code: ABPI
Campus: St Albans.

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.

Course Duration: 3 years

Admission Requirements: 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 and 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 and Organisational (eight units). In addition, students will also be required to complete Knowing and Knowledge A and Foundations of Psychological Research at first-year level plus 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APP1012</td>
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<td>ACX1001</td>
<td>KNOWING AND KNOWLEDGE A</td>
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<td>APP1014</td>
<td>INTERPERSONAL SKILLS</td>
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<tr>
<td>APP1013</td>
<td>PSYCHOLOGY 1B</td>
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</tr>
<tr>
<td>APP1016</td>
<td>FOUNDATIONS OF PSYCHOLOGICAL RESEARCH</td>
<td>12</td>
</tr>
</tbody>
</table>
BACHELOR OF PSYCHOLOGY

Course Code: ABPP

Campus: Footscray Park.

This course is for Continuing students only.

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.

Course Duration: 3 years

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

Course Structure

All students must complete a total of 288 credit points. Students must complete 24 semester-length units of study as follows: A specialisation in Psychology (10 sequential year 1 units of study); Qualitative Social Research Methods and Quantitative Social Research Methods; Knowing and Knowledge A and Foundations of Psychological Research (Foundation units of study — compulsory in first year); The Capstone Unit APP3023 Psychological Issues in the Workplace; Eight electives from the general Bachelor of Arts 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.

Core Units of Study

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APP1012</td>
<td>PSYCHOLOGY 1A</td>
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<tr>
<td>APP1013</td>
<td>PSYCHOLOGY 1B</td>
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</tr>
<tr>
<td>ACX1001</td>
<td>KNOWING AND KNOWLEDGE A</td>
<td>12</td>
</tr>
<tr>
<td>APP1016</td>
<td>FOUNDATIONS OF PSYCHOLOGICAL RESEARCH</td>
<td>12</td>
</tr>
<tr>
<td>APP2013</td>
<td>PSYCHOLOGY 2A</td>
<td>12</td>
</tr>
<tr>
<td>APP2014</td>
<td>PSYCHOLOGY 2B</td>
<td>12</td>
</tr>
<tr>
<td>APS2030</td>
<td>QUALITATIVE SOCIAL RESEARCH METHODS 1</td>
<td>12</td>
</tr>
<tr>
<td>APS2040</td>
<td>QUALITATIVE SOCIAL RESEARCH METHODS 1</td>
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</tr>
<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>
<td>12</td>
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</tbody>
</table>

Plus four Psychology Electives

Plus four Electives from General Bachelor of Arts

BACHELOR OF PSYCHOLOGICAL STUDIES/ BACHELOR OF BUSINESS (HUMAN RESOURCE MANAGEMENT) (I)

Course Code: ABPR

Campus: Footscray Park.

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.

Course Duration: 4 years

Admission Requirements: To qualify for admission to the course, an applicant must have successfully completed a course of study at Year 12 or equivalent*. Year 12 Prerequisites Units 3 and 4 study score of at least 20 in English (any). Selection Mode Current year 12 applicants: Equivalent National Tertiary Entrance Rank (ENTER) and two-stage process with a middle-band of approximately 20%. Non-current year 12 applicants: ENTER and/or academic record. Middle Band: consideration is given to performance in the full range of VCE studies undertaken. *Applicants who have not completed Year 12 but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. In addition to satisfying the entry requirements for Australian resident students or demonstrating equivalence, overseas students must provide evidence of proficiency in the English language: International English Language Testing System -overall score of 6 and no individual band score less than 6.

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  QUALITATIVE SOCIAL RESEARCH METHODS 1  12
APP3035  RESEARCH METHODS IN PSYCHOLOGY  12
APP3023  PSYCHOLOGICAL ISSUES IN THE WORKPLACE  12

CORE UNITS OF STUDY - BUSINESS
BE01105  ECONOMIC PRINCIPLES  12
BM01102  MANAGEMENT AND ORGANISATION BEHAVIOUR  12
BC01102  INFORMATION SYSTEMS FOR BUSINESS  12
BFP1001  PROFESSIONAL DEVELOPMENT 1  12
BE01106  BUSINESS STATISTICS  12
BFP2001  PROFESSIONAL DEVELOPMENT 2  12
BA01101  ACCOUNTING FOR DECISION MAKING  12
BL01105  BUSINESS LAW  12
BL02207  EMPLOYMENT LAW  12
BM03476  TRAINING AND DEVELOPMENT  12
BM03420  HUMAN RESOURCE INFORMATION SYSTEMS  12
BM03220  HUMAN RESOURCE MANAGEMENT  12
BH01111  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
- 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) (I)
Course Code:  ABPY
Campus:  St Albans.
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.
Course Duration: 3 years
Admission Requirements: Normal entry: VCE (or equivalent). Prerequisite units: Year 12 English, one Year 12 Science unit. VCE Biology is not a formal prerequisite but students will find a background in biology is very helpful.

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 Biobehaviour; Human Bioscience/Wellness; Human Bioscience/Nutrition; Social Research Methods; Chemistry/Biochemistry/Nutrition; Variations to specialisation, or alternative specialisation will be considered, unit to unit approval from the course coordinator and unit availability. Social Research Methods Specialisation Students wishing to complete this specialisation must do APS3020 Qualitative Research Methods 2, APS3021 Quantitative Research Methods 2 and APS3040 Independent Research Project as well as a two-year sequence of units selected from those available for the science specialisation (as listed).

Students must complete 15 core units and 9 elective units of study selected from the lists below.

CORE UNITS OF STUDY
APP1012  PSYCHOLOGY 1A  12
APP1013  PSYCHOLOGY 1B  12
RBF1310  BIOLOGY 1  12
RBF1320  BIOLOGY 2  12
RBM1518  HUMAN PHYSIOLOGY 1  12
RBM1528  HUMAN PHYSIOLOGY 2  12
APP2013  PSYCHOLOGY 2A  12
APP2014  PSYCHOLOGY 2B  12
APS2030  QUALITATIVE SOCIAL RESEARCH METHODS 1  12
APS2040  QUANTITATIVE SOCIAL RESEARCH METHODS 1  12
APP2011  INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY  12
APP3023  PSYCHOLOGICAL ISSUES IN THE WORKPLACE  12
APP3035  RESEARCH METHODS IN PSYCHOLOGY  12
APP3036  HISTORY AND THEORIES IN PSYCHOLOGY  12
APP3037  CLINICAL ASPECTS OF PSYCHOLOGY  12
ELECTIVE UNITS OF STUDY

Students are required to complete nine elective units of study comprising of:

First Year
Two Science electives (12 credit points each)

Second Year
Two 2nd year Science electives (12 credit points each)
and one Psychology elective (12 credit points)

Third Year
Four 3rd year Science electives (12 credit points each)

PSYCHOLOGY ELECTIVE UNIT OPTIONS
All electives are Year 2 or 3 - maybe available St Albans or Footscray Park.
Only a selection of these units are offered each year.

APP3015  COUNSELLING THEORY AND PRACTICE  12
APP3016  GROUP BEHAVIOUR  12
APP3018  ORGANISATIONS AND WORK  12
APP3019  PSYCHOBIOLOGY  12
APP3020  PSYCHOANALYSIS  12
APP3021  PSYCHOLOGY OF ADJUSTMENT  12
APP3025  PSYCHOLOGICAL ASSESSMENT  12
APP3026  COGNITIVE PSYCHOLOGY  12
APP3028  FIELDWORK  12

FIRST-YEAR SCIENCE ELECTIVE UNIT OPTIONS
- offered as guide only check science timetable to confirm availability
RBM1100  FUNCTIONAL ANATOMY OF THE TRUNK  12
RCS1110  CHEMISTRY FOR BIOLOGICAL SCIENCES A  12
RMA1110  MATHEMATICS FOR THE BIOLOGICAL AND CHEMICAL SCIENCES 1  12
RBM1200  FUNCTIONAL ANATOMY OF THE LIMBS  12
RCS1120  CHEMISTRY FOR BIOLOGICAL SCIENCES B  12
RMA1120  STATISTICS FOR THE BIOLOGICAL AND CHEMICAL SCIENCES 2  12
REP1001  ENGINEERING PHYSICS 1A  12
REP1002  ENGINEERING PHYSICS 1B  12
REP1003  ENGINEERING PHYSICS 1C  12

SECOND YEAR SCIENCE ELECTIVE UNIT OPTIONS
- Offered as guide only check science timetable to confirm availability.
RBM2260  DIET AND NUTRITION  12
RBM2530  PATHOPHYSIOLOGY 1  12
RBM2610  BIOMEDICAL SCIENCES AND SOCIETY  12
RBM2365  MEDICAL MICROBIOLOGY  12
RBM2261  PUBLIC AND ENVIRONMENTAL HEALTH  12
RBM2540  PATHOPHYSIOLOGY 2  12
RBM3610  BIOMEDICAL SCIENCE, ETHICS AND VALUES  12
RBF2330  CELL BIOLOGY  12
RBM2800  CARDIOPULMONARY AND RENAL PHYSIOLOGY  12
RBF2610  FUNDAMENTALS OF ECOLOGY  12
RBF2640  AUSTRALIAN ANIMALS  12
RBF2620  AUSTRALIAN PLANTS  12
RBF2630  COMMUNITY AND ENVIRONMENT  12

THIRD YEAR SCIENCE ELECTIVE UNIT OPTIONS
- Offered as guide only check science timetable to confirm availability.
APS3020  QUALITATIVE SOCIAL RESEARCH METHODS 2  12
RBM2530  PATHOPHYSIOLOGY 1  12
RBM3264  ADVANCED NERVE AND MUSCLE PHYSIOLOGY  12
RBM3550  GROWTH AND EARLY DEVELOPMENT  12
RBM3590  ADVANCED EXPERIMENTAL TECHNIQUES  12
RBM3720  IMMUNOLOGY  12
RBM3810  WELLNESS 1  12
RBM3960  NUTRITIONAL FRONTIERS  12
RBM3640  ADVANCED NEUROSCIENCES  12
RBM3820  WELLNESS 2  12
RBM3650  ADVANCED REPRODUCTION AND DEVELOPMENT  12
RBM3800  PHARMACOLOGY  12
RBM3660  HUMAN DEVELOPMENTAL AND CLINICAL GENETICS  12
RBM3560  GROWTH, DEVELOPMENT AND AGING  12
RBM2540  PATHOPHYSIOLOGY 2  12
RBM3910  PROJECT  12
APS3021  QUANTITATIVE SOCIAL RESEARCH METHODS 2  12
APS3040  INDEPENDENT RESEARCH PROJECT  12
RBF3530  ENVIRONMENTAL PHILOSOPHY  12
RBF3540  LEADERSHIP AND THE ENVIRONMENT  12
RBF3600  AQUATIC ECOTOLOGY  12
RBF3620  CONSERVATION AND SUSTAINABILITY  12
RBF3660  INDIGENOUS SOCIETY AND ENVIRONMENTAL MANAGEMENT  12
RBF3630  ENVIRONMENTAL IMPACTS AND MONITORING  12
RBF3650  POLLUTION BIOLOGY  12

BACHELOR OF ARTS (HUMAN SERVICES)
Course Code:  ABSB
Campus:  Footscray Park.
This course is for Continuing students only
Course Objectives:  .
Course Duration:  3 years
Admission Requirements:  To qualify for admission to the first year of the course, an applicant must have normally successfully completed a course of study at Year 12 or equivalent, including at least a grade average of D or above in English, or be eligible for special admission. In the case of students articulating from TAFE courses,
graduates from TAFE human services oriented courses, such as diploma courses in welfare, community justice, community development, financial counselling, youth and child care, and certificate or advanced certificate courses in home and community care, residential and community services, and legal practice, applicants will be granted advanced standing in the course depending on the level of their qualifications and nature of the course undertaken. In the case of TAFE diploma courses in welfare, community justice, and community development, the advanced standing would generally be from 12 to 18 months of the degree depending on the course; in the case of other TAFE courses it would generally be from six to 12 months depending on the course. In all cases, the final decision on advanced standing would be made at the discretion of the Course Co-ordinator, taking into account the academic history and human service work experience of the applicant.

Course Structure

To qualify for the award of Bachelor of Arts (Human Services), students must complete a total of 288 credit points. Students must complete a major sequence in Policy Studies; a major sequence in Social Science; three core units of study in Human Services; two first-year foundation units; four elective units and two fieldwork units.

### Year 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACX1001</td>
<td>KNOWING AND KNOWLEDGE A</td>
<td>12</td>
</tr>
<tr>
<td>ASS1012</td>
<td>SOCIOLOGY 1A: INTRODUCTION TO AUSTRALIAN SOCIETY AND CULTURES</td>
<td>12</td>
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<tr>
<td>ASB1011</td>
<td>HUMAN SERVICES 1</td>
<td>12</td>
</tr>
<tr>
<td>Plus one unit of study from the student's chosen stream</td>
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<td></td>
</tr>
<tr>
<td>ASS1013</td>
<td>SOCIOLOGY 1B: ISSUES IN AUSTRALIAN SOCIETY AND CULTURE</td>
<td>12</td>
</tr>
<tr>
<td>ACX1002</td>
<td>KNOWING AND KNOWLEDGE B</td>
<td>12</td>
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<td>Plus one unit of study from the student's chosen stream</td>
<td></td>
<td></td>
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<tr>
<td>Plus Year 1 elective</td>
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### Year 2

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<thead>
<tr>
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<tbody>
<tr>
<td>ASS2040</td>
<td>SOCIOLOGY 2C: SOCIOLOGY OF POWER AND THE STATE 1: CONCEPTS, CRITIQUES AND PRACTICES</td>
<td>12</td>
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<tr>
<td>ASC2003</td>
<td>RESEARCH AND FIELDWORK 1</td>
<td>12</td>
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<tr>
<td>ASB2011</td>
<td>HUMAN SERVICES 2A</td>
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<td>Plus one unit of study from the student’s chosen stream</td>
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<tr>
<td>ASB2050</td>
<td>SOCIOLOGY 2D: SOCIOLOGY OF POWER AND THE STATE 2: THE CONTEMPORARY STATE AND SOCIAL IDENTITY IN THE 21ST CENTURY</td>
<td>12</td>
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<tr>
<td>ASC2004</td>
<td>RESEARCH AND FIELDWORK 2</td>
<td>12</td>
</tr>
<tr>
<td>ASS3013</td>
<td>SOCIOLOGY 3B: INTERNATIONAL SOCIAL POLICY</td>
<td>12</td>
</tr>
<tr>
<td>Plus one unit of study from the student’s chosen stream</td>
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### Year 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>ASS3031</td>
<td>SOCIOLOGY 3C: GOVERNING CIVIC LIFE: CITIZEN, NATION, SELF</td>
<td>12</td>
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<tr>
<td>ASB3011</td>
<td>HUMAN SERVICES 2B</td>
<td>12</td>
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<tr>
<td>ACX3003</td>
<td>PROFESSIONAL AND CAREER DEVELOPMENT</td>
<td>12</td>
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<tr>
<td>Plus one unit of study from the student’s chosen stream</td>
<td></td>
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<tr>
<td>ASS3032</td>
<td>SOCIOLOGY 3D: FORMATIONS OF POWER: GOVERNING CULTURAL IDENTITY IN A ‘POSTCOLONIAL’ WORLD</td>
<td>12</td>
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<tr>
<td>ASS3039</td>
<td>HUMAN SERVICES INTERNSHIP</td>
<td>12</td>
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<tr>
<td>Plus one elective</td>
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**BACHELOR OF ARTS (COMMUNITY DEVELOPMENT)**

**Course Code:** ABSC

**Campus:** Footscray Park.

This course is for Continuing students only

**Course Objectives:**

**Course Duration:** 3 years

**Admission Requirements:** 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

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ASC3021</td>
<td>COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 5</td>
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<td>SOCIOLOGY 3C: GOVERNING CIVIC LIFE: CITIZEN, NATION, SELF</td>
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<tr>
<td>ASC3005</td>
<td>RESEARCH AND FIELDWORK 3</td>
<td>12</td>
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<tr>
<td>ASC3031</td>
<td>COMMUNICATION THEORY: WORKSHOPS A</td>
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Year 3 Semester 2

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<th>Course Title</th>
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<tr>
<td>ASC3022</td>
<td>COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 6</td>
<td>12</td>
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<td>ASC3095</td>
<td>CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES</td>
<td>12</td>
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<td>ASS3032</td>
<td>SOCIOLOGY 3D: FORMATIONS OF POWER: GOVERNING CULTURAL IDENTITY IN A ‘POSTCOLONIAL’ WORLD</td>
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<tr>
<td>ASC3006</td>
<td>RESEARCH AND FIELDWORK 4</td>
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</table>

BACHELOR OF ARTS (INTERNATIONAL COMMUNITY DEVELOPMENT)

Course Code: ABSD

Campus: Footscray Park.

This course is for Continuing students only

Course Objectives: 

Course Duration: 3 years

Admission Requirements: All applicants are also required to provide evidence of interest and involvement in community or human services work on either a paid or voluntary basis. Applicants are required to apply through VTAC. Overseas applicants under the age of 21 are required to demonstrate satisfactory completion of a secondary qualification equivalent to the Victorian VCE qualification.

Course Structure

Credit transfer may be arranged for previous studies. Recognition of prior learning is also offered for students who have relevant work or life experience that relates and equates to the skills and knowledge required in specific units of study. Students must complete 288 credit points to be awarded the degree of Bachelor of Arts (International Community Development).

Year 1 Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>ASA1023</td>
<td>COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL</td>
<td>12</td>
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<tr>
<td>ASS1005</td>
<td>SOCIAL AND CULTURAL CHANGE IN SOUTH PACIFIC ISLANDS</td>
<td>12</td>
</tr>
<tr>
<td>ASC1033</td>
<td>COMMUNICATIONS WORKSHOP</td>
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Plus one elective

Year 1 Semester 2

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<tbody>
<tr>
<td>ASA1024</td>
<td>APPLIED HUMAN RIGHTS</td>
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<td>ASC1010</td>
<td>FIELDWORK PLACEMENT 1</td>
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<tr>
<td>ASS2001</td>
<td>SOCIAL ISSUES IN CONTEMPORARY ASIA</td>
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Plus one elective

Year 2 Semester 1

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ASA2023</td>
<td>WORKING WITH ORGANISATIONS: PROBLEMS AND POSSIBILITIES</td>
<td>12</td>
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<td>ASC2010</td>
<td>FIELDWORK PLACEMENT 2</td>
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<tr>
<td>ASA2030</td>
<td>REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY</td>
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Plus one elective

Year 2 Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ASA2024</td>
<td>SOCIAL MOVEMENTS, SOCIAL ACTIONS</td>
<td>12</td>
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<tr>
<td>ASC3095</td>
<td>CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES</td>
<td>12</td>
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<tr>
<td>ASC2004</td>
<td>RESEARCH AND FIELDWORK 2</td>
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Plus one elective

Year 3 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>ASA3023</td>
<td>THEORY AND PRACTICE OF INTERNATIONAL DEVELOPMENT</td>
<td>12</td>
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<tr>
<td>ASS3012</td>
<td>SOCIOLOGY 3A: COLONISATION, DECOLONISATION AND DEVELOPMENT</td>
<td>12</td>
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<tr>
<td>ASC3005</td>
<td>RESEARCH AND FIELDWORK 3</td>
<td>12</td>
</tr>
<tr>
<td>ASA2023</td>
<td>REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY</td>
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Year 3 Semester 2

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<th>Course Title</th>
<th>Credit Points</th>
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<tr>
<td>ASA3024</td>
<td>PROJECT DESIGN AND IMPLEMENTATION</td>
<td>12</td>
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<td>ASS3013</td>
<td>SOCIOLOGY 3B: INTERNATIONAL SOCIAL POLICY</td>
<td>12</td>
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<tr>
<td>ASC3006</td>
<td>RESEARCH AND FIELDWORK 4</td>
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</table>

Plus one elective

Different units of study may be offered in some semesters.
A list of recommended electives is drawn up each year. Each elective is usually offered in only one semester and may not be available each year. Electives are only available to certain year levels.

Examples of electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>AAP2012</td>
<td>CULTURE AND POLITICS IN INDONESIA</td>
<td>12</td>
</tr>
<tr>
<td>ACC3045</td>
<td>VIDEO PRODUCTION</td>
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</tr>
<tr>
<td>ACC3046</td>
<td>COMMUNICATING WITH RADIO</td>
<td>12</td>
</tr>
<tr>
<td>ACW3019</td>
<td>GENDER, SCREEN, IDENTITY</td>
<td>12</td>
</tr>
<tr>
<td>ACW2021</td>
<td>GENDER ON THE AGENDA</td>
<td>12</td>
</tr>
<tr>
<td>ACW2033</td>
<td>WOMEN AND INTERNATIONAL DEVELOPMENT</td>
<td>12</td>
</tr>
<tr>
<td>ACW3022</td>
<td>RETHINKING THE FAMILY</td>
<td>12</td>
</tr>
<tr>
<td>ACW3023</td>
<td>GENDER CROSS-CULTURALLY</td>
<td>12</td>
</tr>
<tr>
<td>ASM2001</td>
<td>MEDIATION</td>
<td>12</td>
</tr>
<tr>
<td>ASS2027</td>
<td>TIMOR LESTE: HISTORY, POLITICS AND SOCIETY</td>
<td>12</td>
</tr>
</tbody>
</table>

Other electives may be chosen, however, students must check with their Course Coordinator first.
BACHELOR OF ARTS (COMMUNITY DEVELOPMENT) (I)

Course Code: ABSE

Campus: Footscray Park.

Course Objectives: Develop skills to explore alternative strategies to development in various contexts. Develop skills to ask relevant questions that would lead to relevant development interventions. Promote effective communication and community organising skills. Introduce students to broad theory and practice of community development. Promote a scholarly approach to researching and reporting in community development studies.

Course Duration: 3 years

Admission Requirements: Diploma Community Development or related fields. Successful completion of VCE or equivalent.

Course Structure

Students undertake streams in either International Community Development or General Community Development. To be awarded the degree of Bachelor of Arts (Community Development), students must complete: a total of 288 credit points; sixteen core units; five stream units in either International Community Development or General Community Development; three elective units.

Core Units of Study

COMMON UNITS OF STUDY FOR BOTH STREAMS

ASA1023 COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL 12
APP1014 INTERPERSONAL SKILLS 12
ASA1024 APPLIED HUMAN RIGHTS 12
ASC1010 FIELDWORK PLACEMENT 1 12
ASA2023 WORKING WITH ORGANISATIONS: PROBLEMS AND POSSIBILITIES 12

ASW2098 SOCIAL RESEARCH 1 12
ASC2010 FIELDWORK PLACEMENT 2 12
ASC3095 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES 12
ASA2024 SOCIAL MOVEMENTS, SOCIAL ACTIONS 12
ASC2004 RESEARCH AND FIELDWORK 2 12
ASC2023 COMMUNICATION FOR SUSTAINABLE DEVELOPMENT 12
ASC3005 RESEARCH AND FIELDWORK 3 12
ASA3024 PROJECT DESIGN AND IMPLEMENTATION 12
ASC3006 RESEARCH AND FIELDWORK 4 12
ASA2030 REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY 12
ASA2033 MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS 12

INTERNATIONAL COMMUNITY DEVELOPMENT STREAM

CORE UNITS

ASS1005 SOCIAL AND CULTURAL CHANGE IN SOUTH PACIFIC ISLANDS 12
ASS2028 CONTEMPORARY AFRICA AND SOCIAL CHANGE 12
ASA3023 THEORY AND PRACTICE OF INTERNATIONAL DEVELOPMENT 12
ASS3012 SOCIOLOGY 3A: COLONISATION, DECOLONISATION AND DEVELOPMENT 12
ASS3013 SOCIOLOGY 3B: INTERNATIONAL SOCIAL POLICY 12

GENERAL COMMUNITY DEVELOPMENT

CORE UNITS

ASS1051 SOCIOLOGY 1A 12
ASS1052 SOCIOLOGY 1B 12
ASC3021 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 5 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

PLUS ELECTIVES

Students are required to complete three electives over the duration of this course.

BACHELOR OF ARTS (CRIMINAL JUSTICE STUDIES) (I)

Course Code: ABSJ

Campus: Footscray Park.

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.

Course Duration: 3 years

Admission Requirements: Entry by VTAC, direct entry, articulation with TAFE justice studies courses. 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 Social Sciences (Criminal Justice Studies) students must successfully complete a total of 288 credit points. Students must complete 24 semester-length units of study.

LAW UNITS

BLB1101 AUSTRALIAN LEGAL SYSTEM IN CONTEXT 12
BLB1114 LEGAL RESEARCH METHODS 12
BLB1115 TORTS 12
BLB3128 CRIMINAL LAW 12
BLB3352 LEGAL TOPICS B 12
BLB4145 HUMAN RIGHTS LAW 12

SOCIOLOGY UNITS

ASS1051 SOCIOLOGY 1A 12
ASS1052 SOCIOLOGY 1B 12
ASS2009 MAKING MODERN IDENTITIES 12
ASS2013 SOCIOLOGY OF THE BODY 12
ASS3007 SPACE, KNOWLEDGE AND POWER 12
ASS3009 SOCIOLOGY OF LAW 12
BACHELOR OF ARTS (LEGAL STUDIES) (I)

Course Code: ABSL

Campus: Footscray Park.

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.

Course Duration: 3 years

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

Course Structure

To be awarded the degree of Bachelor of Arts (Legal Studies) students must have successfully completed a total of 288 credit points. All units of study are worth 12 credit points. Full-time students will normally complete an average of 48 points each semester. In addition students must satisfy the following requirements: successful completion of 24 semester units of study, including 10 in the Faculty of Business and Law and 14 in the Faculty of Arts, Education and Human Development. Students may not enrol in more than 10 units of study overall at first-year level. An Arts specialisation is six units of study in the same unit 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 in Footscray Park campus is available to assist in students' selection of units of study. Information regarding which law units of study are available in each semester for this year is available during the enrolment period.

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEK1201</td>
<td>INDIGENOUS AUSTRALIAN KNOWING</td>
<td>12</td>
</tr>
<tr>
<td>ASL3002</td>
<td>LAW AND GOVERNANCE</td>
<td>12</td>
</tr>
<tr>
<td>ASS3009</td>
<td>SOCIOLOGY OF LAW</td>
<td>12</td>
</tr>
</tbody>
</table>

PLUS four electives from the general Arts degree

Students may also elect to make some or all of the following changes:
- an Arts elective may be taken in place of ASL3002 Law and Governance
- an Arts elective may be taken in place of ASS3003 Inquiring into the Social
- a Law elective may be taken in place of BLB4145 Human Rights Law

PLUS SIX ARTS SPECIALISATION UNITS

PLUS TEN LAW UNITS AS FOLLOWS:

- BLB1101 AUSTRALIAN LEGAL SYSTEM IN CONTEXT 12
- BLB1114 LEGAL RESEARCH METHODS 12
- BLO3352 LEGAL TOPICS B 12

and seven law electives (two of which must be learning in the workplace and community units)

(BLO1105 Business Law is a prerequisite for future BLO units)

BACHELOR OF ARTS (ADVOCACY & MEDIATION) (I)

Course Code: ABSM

Campus: Footscray Park.

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 settlement, including mediation, advocacy and conflict resolution; knowledge and understanding of justice and mediation issues in the wider context of human service policies and strategies; familiarity with social research methods as they apply to human services and justice contexts; work-integrated learning opportunities to enable students to develop their theory and practice skills in community-based agencies.

Course Duration: 3 years

Admission Requirements: Prerequisites: Units 3 and 4 — a study score of at least 20 in English (any). Middle-band: Completing any of classical societies and cultures, English language, history (any), international politics: international studies, legal language, history (any), international politics = an aggregate 2 points higher per study, to a maximum 10 points. Selection mode: CY12: ENTER and two-stage process with a middle-band of approximately 20%. NONY12: Academic record and interview. Extra requirements: NONY12 Interview (some applicants only): Details will be provided by telephone or mail to the applicants required to attend. Applicants may also apply on an Alternative Category Entry basis.

Course Structure

Students undertake specialisations in advocacy/mediation and sociology/social policy and an elective stream. A total of 288 credit points are required for award of the degree.

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASS1051</td>
<td>SOCIOL ONY 1A</td>
<td>12</td>
</tr>
<tr>
<td>ASS1052</td>
<td>SOCIOL ONY 1B</td>
<td>12</td>
</tr>
<tr>
<td>BLB1101</td>
<td>AUSTRALIAN LEGAL SYSTEM IN CONTEXT</td>
<td>12</td>
</tr>
<tr>
<td>BLB1114</td>
<td>LEGAL RESEARCH METHODS</td>
<td>12</td>
</tr>
<tr>
<td>BLO3352</td>
<td>LEGAL TOPICS B</td>
<td>12</td>
</tr>
<tr>
<td>ASC3095</td>
<td>CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES</td>
<td>12</td>
</tr>
<tr>
<td>ASS2009</td>
<td>MAKING MODERN IDENTITIES</td>
<td>12</td>
</tr>
<tr>
<td>ASC1010</td>
<td>FIELDWORK PLACEMENT 1</td>
<td>12</td>
</tr>
</tbody>
</table>
**-course Code:** ABUW

**Course Duration:** 3 years

**Admission Requirements:** Entry to the degree may be at various levels depending on prior study and work experience. Applicants with prior tertiary studies or substantial work experience in the social and community services may be eligible for recognition of prior learning. In addition, students who have successfully completed the following courses may be eligible to enrol directly into ABUW. 3113GA0208 Diploma of Arts at Victoria University 21794VIC Diploma of Liberal Arts at Victoria University Associate in Arts Programme at Yew Chung Community College in China or Hong Kong Applicants for the Bachelor of Social Work should complete the direct admission/supplementary information form. Please note the additional information requirements for social work in Sections E (a) - two references and two 500 word statements and E (iii) - work experience

**Course Structure**

The structure of the BSW qualification is: Preliminary Year One year minimum of tertiary study including completion of at least two semesters of relevant social science units, eg. sociology and psychology, politics and economics. The preliminary year can be undertaken as part of either a Bachelor of Arts or the Bachelor of Social Work Preliminary Year (ABSP) offered at Victoria University, or equivalent degree courses at other universities, or one of the courses outlined in Admission Requirements above. Applications for the Bachelor of Social Work Preliminary Year (ABSP) are through VTAC.

**CORE UNITS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASW2102</td>
<td>SOCIAL WELFARE: HISTORY AND CURRENT CONTEXT</td>
<td>12</td>
</tr>
</tbody>
</table>

**Additional Electives**

Students must select one or both of the above units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASC2010</td>
<td>FIELDWORK PLACEMENT 2</td>
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</tr>
<tr>
<td>ASC2052</td>
<td>RESTORATIVE JUSTICE</td>
<td></td>
</tr>
<tr>
<td>ASS2013</td>
<td>SOCIOLOGY OF THE BODY</td>
<td></td>
</tr>
<tr>
<td>BLO2207</td>
<td>EMPLOYMENT LAW</td>
<td></td>
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<tr>
<td>BLO3313</td>
<td>ADMINISTRATIVE LAW</td>
<td></td>
</tr>
<tr>
<td>ASS3001</td>
<td>ADVOCACY AND MEDIATION INTERNSHIP</td>
<td></td>
</tr>
<tr>
<td>ASS2001</td>
<td>MEDIATION</td>
<td></td>
</tr>
<tr>
<td>ASL3002</td>
<td>LAW AND GOVERNANCE</td>
<td></td>
</tr>
<tr>
<td>ASM3002</td>
<td>ADVOCACY AND MEDIATION INTERNSHIP 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plus five electives chosen from the Bachelor of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arts degree</td>
<td></td>
</tr>
</tbody>
</table>

**BACHELOR OF SOCIAL WORK (PRELIMINARY YEAR) (I)**

**Course Code:** ABSP

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

**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.

**Course Duration:** 1 year

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

**Course Structure**

Students must complete a total of 96 credit points including the following: Knowing and Knowledge A and Knowing and Knowledge B; two units of study in either Psychology and/or Sociology; two or four electives (depending on whether both Psychology and Sociology are undertaken).

**CORE UNITS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACX1001</td>
<td>KNOWING AND KNOWLEDGE A</td>
<td></td>
</tr>
<tr>
<td>ACX1002</td>
<td>KNOWING AND KNOWLEDGE B</td>
<td></td>
</tr>
</tbody>
</table>

Students must select one or both of these pairs of units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASS1051</td>
<td>SOCIOLOGY 1A</td>
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</tr>
<tr>
<td>ASS1052</td>
<td>SOCIOLOGY 1B</td>
<td></td>
</tr>
<tr>
<td>APP1012</td>
<td>PSYCHOLOGY 1A</td>
<td></td>
</tr>
<tr>
<td>APP1013</td>
<td>PSYCHOLOGY 1B</td>
<td></td>
</tr>
</tbody>
</table>

**Course Objectives:** The Bachelor of Social Work course aims to prepare students for effective professional practice as social workers in the social and community services industries. (a) General Objectives The general objectives of the curriculum are associated with the liberal arts component of the BSW Course, which in time sequence precedes the professional component of the BSW course. There is variation among students in terms of the number of years of tertiary education completed. It ranges from a minimum of one year to completed degrees. We advise those students who are about to enter university and are inquiring about which units of study they ought to pursue to prepare them for social work, to take a broad range of units from different disciplines rather than concentrating on only one or two disciplines. The objectives of the liberal arts component of the BSW course at Victoria University are: to obtain knowledge from the humanities and social sciences that informs social work; to gain an understanding of the socioeconomic, political, psychological, and cultural forces that impinge upon people’s lives; to become aware of how society has developed and is organised; and to obtain knowledge that enables students to broaden the understanding of themselves and the world. (b) Professional Objectives The objectives of the professional component of the BSW programs are: to help meet the social welfare labour force needs of Australia generally and the western region of Melbourne in particular; to increase students’ knowledge and understanding of social welfare in the Australian context, 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.

**Course Duration:** 3 years

**Admission Requirements:** Entry to the degree may be at various levels depending on prior study and work experience. Applicants with prior tertiary studies or substantial work experience in the social and community services may be eligible for recognition of prior learning. In addition, students who have successfully completed the following courses may be eligible to enrol directly into ABUW. 3113GA0208 Diploma of Arts at Victoria University 21794VIC Diploma of Liberal Arts at Victoria University Associate in Arts Programme at Yew Chung Community College in China or Hong Kong Applicants for the Bachelor of Social Work should complete the direct admission/supplementary information form. Please note the additional information requirements for social work in Sections E (a) - two references and two 500 word statements and E (iii) - work experience

**Course Structure**

The structure of the BSW qualification is: Preliminary Year One year minimum of tertiary study including completion of at least two semesters of relevant social science units, eg. sociology and psychology, politics and economics. The preliminary year can be undertaken as part of either a Bachelor of Arts or the Bachelor of Social Work Preliminary Year (ABSP) offered at Victoria University, or equivalent degree courses at other universities, or one of the courses outlined in Admission Requirements above. Applications for the Bachelor of Social Work Preliminary Year (ABSP) are through VTAC.

**CORE UNITS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASW2102</td>
<td>SOCIAL WELFARE: HISTORY AND CURRENT CONTEXT</td>
<td>12</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ASW2103</td>
<td>HUMAN DEVELOPMENT IN SOCIAL CONTEXT</td>
<td>12</td>
</tr>
<tr>
<td>ASW2202</td>
<td>SOCIAL WORK THEORIES</td>
<td>12</td>
</tr>
<tr>
<td>ASW2203</td>
<td>INTERPERSONAL AND COMMUNICATION SKILLS</td>
<td>12</td>
</tr>
<tr>
<td>ASW2013</td>
<td>INTRODUCTION TO SOCIAL POLICY</td>
<td>12</td>
</tr>
<tr>
<td>ASW2090</td>
<td>GROUPWORK THEORY AND PRACTICE</td>
<td>12</td>
</tr>
<tr>
<td>ASW2094</td>
<td>WORKING IN HUMAN SERVICE ORGANISATIONS</td>
<td>12</td>
</tr>
<tr>
<td>ASW2098</td>
<td>SOCIAL RESEARCH</td>
<td>12</td>
</tr>
<tr>
<td>ASW3101</td>
<td>SKILLS FOR SOCIAL WORK DIRECT PRACTICE</td>
<td>12</td>
</tr>
<tr>
<td>ASW3102</td>
<td>CRITICAL SOCIAL WORK THEORIES</td>
<td>12</td>
</tr>
<tr>
<td>ASW3110</td>
<td>SOCIAL WORK, ADVOCACY AND HUMAN RIGHTS</td>
<td>12</td>
</tr>
<tr>
<td>AEK1101</td>
<td>INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS</td>
<td>12</td>
</tr>
<tr>
<td>ASW3201</td>
<td>FIELD EDUCATION 1</td>
<td>12</td>
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<tr>
<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>
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<tr>
<td>ASW4092</td>
<td>SOCIAL WORK RESEARCH 2</td>
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<tr>
<td>ASW4290</td>
<td>FIELD EDUCATION 2</td>
<td>12</td>
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<tr>
<td>ASW4090</td>
<td>SOCIAL POLICY ANALYSIS: CURRENT ISSUES</td>
<td>12</td>
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<tr>
<td>ASW4291</td>
<td>FIELD EDUCATION 2: INTEGRATIVE SEMINAR</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>STUDENTS MUST ALSO COMPLETE THE FOLLOWING:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If NOT undertaking Honours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two professional units from the list below</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Please note that only two of these units are offered each year)</td>
<td></td>
</tr>
<tr>
<td>ASW4001</td>
<td>SCHOOLS AND STUDENT WELLBEING</td>
<td>12</td>
</tr>
<tr>
<td>ASW4047</td>
<td>SOCIAL PLANNING AND PROGRAM DEVELOPMENT</td>
<td>12</td>
</tr>
<tr>
<td>ASW4048</td>
<td>HEALTH AND MENTAL HEALTH: PRACTICE AND POLICY</td>
<td>12</td>
</tr>
<tr>
<td>ASW4050</td>
<td>STATUTORY SOCIAL WORK</td>
<td>12</td>
</tr>
<tr>
<td>ASW4051</td>
<td>SUPERVISION PRACTICE IN SOCIAL WORK</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>If undertaking Honours</td>
<td></td>
</tr>
<tr>
<td>ASW5002</td>
<td>SOCIAL WORK HONOURS: SEMINAR</td>
<td>24</td>
</tr>
<tr>
<td>ASW5003</td>
<td>SOCIAL WORK HONOURS THESIS</td>
<td>24</td>
</tr>
</tbody>
</table>

**BACHELOR OF ARTS (INTERNATIONAL STUDIES)**

Course Code: **ABXI**

Campus: Footscray Park.

This course is for Continuing students only

**Course Objectives:**

**Course Duration:** 3 years

**Admission Requirements:**

**Course Structure**

To be awarded the degree of Bachelor of Arts (International Studies), students must successfully complete a total of 288 credit points.

**GRADUATE DIPLOMA IN ARTS (POLITICS AND INTERNATIONAL STUDIES)**

Course Code: **AGAI**

Campus: Footscray Park.

This course is for Continuing students only

**Course Objectives:** The aim of this course is to make students aware of political
institutions and processes (domestic and international) that shape their lives by linking personal circumstances to public issues, and to raise the levels of public debate about politics and public policy.

Course Duration: 1 year

Admission Requirements:

Course Structure

The duration of the Graduate Diploma is two semesters full-time or four semesters part-time. To qualify for the Graduate Diploma in Arts (Politics and International Studies) students must complete a total of 96 credit points.

Year 1 Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAP1010</td>
<td>FOUNDATIONS OF POLITICAL SCIENCE</td>
<td>12</td>
</tr>
<tr>
<td>AAP2015</td>
<td>INTERNATIONAL RELATIONS</td>
<td>12</td>
</tr>
<tr>
<td>AAP2017</td>
<td>NORTH AMERICAN POLITICS</td>
<td>12</td>
</tr>
<tr>
<td>AAP3014</td>
<td>DIMENSIONS OF GLOBAL POLITICS</td>
<td>12</td>
</tr>
</tbody>
</table>

Year 1 Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAP1002</td>
<td>AUSTRALIAN POLITICS</td>
<td>12</td>
</tr>
<tr>
<td>AAP2012</td>
<td>CULTURE AND POLITICS IN INDONESIA</td>
<td>12</td>
</tr>
<tr>
<td>AAP2016</td>
<td>DICTATORSHIP AND DEMOCRACY</td>
<td>12</td>
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<tr>
<td>ASS2025</td>
<td>TRANSNATIONAL SOCIAL MOVEMENTS</td>
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</table>

Year 2 Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASA5001</td>
<td>COMMUNITY DEVELOPMENT: THEORY AND PRACTICE</td>
<td>12</td>
</tr>
<tr>
<td>ASA5010</td>
<td>TRANSNATIONAL GENDER ISSUES AND HUMAN RIGHTS</td>
<td>12</td>
</tr>
</tbody>
</table>

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.

GRADUATE DIPLOMA IN INTERNATIONAL COMMUNITY DEVELOPMENT (I)

Course Code: AGIC

Campus: Footscray Park.

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.

Course Duration: 1 year

Admission Requirements: The entry requirement to the Graduate Diploma is the completion of a three-year undergraduate degree or equivalent, normally with a credit rating or above in the final year units of study.

Course Structure

To qualify for the Graduate Diploma in International Community Development students must complete a total of 96 credit points. Elective units may be available during summer and winter semesters to give students the options of fast tracking their studies.

Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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</thead>
<tbody>
<tr>
<td>ASA5002</td>
<td>COMMUNITY DEVELOPMENT: PROJECT PLANNING AND MANAGEMENT</td>
<td>12</td>
</tr>
<tr>
<td>ASA5024</td>
<td>MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS</td>
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</tbody>
</table>

Plus two electives (12 credit points each)

Recommended Electives

Please note that only a selection of these electives will be offered each semester.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAA5002</td>
<td>RESEARCH METHODS</td>
<td>12</td>
</tr>
<tr>
<td>AAA5011</td>
<td>INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’</td>
<td>12</td>
</tr>
<tr>
<td>AGS5200</td>
<td>APPROACHES TO RESEARCH</td>
<td>12</td>
</tr>
<tr>
<td>APT5080</td>
<td>CROSS-CULTURAL ISSUES IN COUNSELLING</td>
<td>12</td>
</tr>
<tr>
<td>ASA5003</td>
<td>HIV/AIDS AND INTERNATIONAL DEVELOPMENT</td>
<td>12</td>
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<tr>
<td>ASA5004</td>
<td>ENGAGING COMMUNITIES FOR SUSTAINABILITY</td>
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</tr>
<tr>
<td>ASA5005</td>
<td>PSYCHOSOCIAL APPROACHES IN AID AND DEVELOPMENT</td>
<td>12</td>
</tr>
<tr>
<td>ASA5008</td>
<td>PEACE, VIOLENCE AND CONFLICT</td>
<td>12</td>
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<tr>
<td>ASA5009</td>
<td>WORKING IN CROSS-CULTURAL CONTEXTS</td>
<td>12</td>
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<tr>
<td>ASA5022</td>
<td>APPROACHES TO GLOBALISATION</td>
<td>12</td>
</tr>
<tr>
<td>ASA5023</td>
<td>BUILDING CAPACITY AND MOBILISING CIVIL SOCIETY</td>
<td>12</td>
</tr>
<tr>
<td>ASA5050</td>
<td>CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES</td>
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<tr>
<td>ASA5055</td>
<td>REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY</td>
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<tr>
<td>ASS5002</td>
<td>OCEANIA IN THE MODERN WORLD</td>
<td>12</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>
<td>12</td>
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</tbody>
</table>

GRADUATE DIPLOMA IN COUNSELLING

Course Code: AGPD

Campus: St Albans, City Flinders.

Course Objectives: The objectives of the course are to: develop an awareness of a range of theoretical orientations in counselling; develop practical skills in the application of specified counselling paradigms; identify the impact of social structures upon the counsellor/client relationship and the community to which the client belongs; explore aspects of cultural difference relevant to counselling practice; develop an awareness of ethical issues relevant to professional practice; explore the interface of counselling theory and practice; develop and implement the skills acquired during field placement within a community organisation.

Course Duration: 2 years

Admission Requirements: 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.
Adolescent Counselling.

The aim of this course is to develop students' theoretical views of child and adolescent counselling, to practise skills acquired in the child and adolescent field placement, and to integrate theory and practice of child and adolescent counselling.

Course Objectives:
- Develop students' theoretical views of adolescent counselling
- Develop students' counselling skills in the area of child and adolescent counselling
- Integrate theory and practice of child and adolescent counselling

Campus: St Albans. Footscray Park.

This course is for Continuing students only.

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.

Course Duration: 2 years

Admission Requirements: This course has been designed to be a postgraduate course taking in students who have completed an undergraduate degree (or equivalent). This course will be open to non-psychology graduates. Students will be selected for their suitability in working with children and adolescents and commitment to professional development in the field of counselling. An interview will be required for all applicants. The number of students that can be taken into the course depends on available child and adolescent field placements.

Course Structure

The Graduate Diploma of Counselling (Child and Adolescent) is designed as a two-year part-time course. Students would normally be expected to complete eight units of study over two years, this includes seven core units and one elective unit. Day and evening courses are usually available. The practicum requires daytime placements in a community or counselling agency. To qualify for the award of Graduate Diploma in Counselling, students must complete a total of 120 points.

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:
- APT4050  CURRENT ISSUES IN PSYCHOLOGY A 12
- APT4061  PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR 12
- APT5080  CROSS-CULTURAL ISSUES IN COUNSELLING 12

GRADUATE DIPLOMA IN PSYCHOLOGICAL STUDIES

Course Code: AGPP

Campus: St Albans, Footscray Park.

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. This course prepares 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. It develops conceptual and research skills which have application in a range of careers.

Course Duration: 3 years

Admission Requirements: To qualify for the course, applicants must have successfully completed an undergraduate degree from a recognised Australian University (or overseas equivalent).

Course Structure

The course can only be studied part-time only over a minimum duration of three years. The three-year minimum is required because units of study taken in earlier years provide the basis for studies in later years, that is, there is sequential development of knowledge and skills throughout the course. This sequence is important pedagogically, and is also necessary for professional accreditation. To qualify for the Graduate Diploma in Psychological Studies, students must complete a total of 120 credit points.
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

This course consists of 8 compulsory units and 2 psychology electives

CORE UNITS OF STUDY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>APP1012</td>
<td>PSYCHOLOGY 1A</td>
<td>12</td>
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<tr>
<td>APP1013</td>
<td>PSYCHOLOGY 1B</td>
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<td>APP2013</td>
<td>PSYCHOLOGY 2A</td>
<td>12</td>
</tr>
<tr>
<td>APP2014</td>
<td>PSYCHOLOGY 2B</td>
<td>12</td>
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<tr>
<td>APP2101</td>
<td>INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY</td>
<td>12</td>
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<tr>
<td>APP3036</td>
<td>HISTORY AND THEORIES IN PSYCHOLOGY</td>
<td>12</td>
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<tr>
<td>APP3035</td>
<td>RESEARCH METHODS IN PSYCHOLOGY</td>
<td>12</td>
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<tr>
<td>APP3037</td>
<td>CLINICAL ASPECTS OF PSYCHOLOGY</td>
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Plus 2 Psychology Electives

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>APP3015</td>
<td>COUNSELLING THEORY AND PRACTICE</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>
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<tr>
<td>APP3019</td>
<td>PSYCHOBIOLOGY</td>
<td>12</td>
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<td>APP3020</td>
<td>PSYCHOANALYSIS</td>
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<td>APP3021</td>
<td>PSYCHOLOGY OF ADJUSTMENT</td>
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<td>APP3025</td>
<td>PSYCHOLOGICAL ASSESSMENT</td>
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<tr>
<td>APP3026</td>
<td>COGNITIVE PSYCHOLOGY</td>
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</tbody>
</table>

GRADUATE DIPLOMA IN PSYCHOLOGY (I)

Course Code: AGPS

Campus: St Albans.

Course Objectives: To provide a course of advanced study in psychology at Fourth-year level that builds on knowledge and skills developed in undergraduate degrees in Arts or Science. To prepare students for postgraduate research or professional careers in psychology and to satisfy the educational requirements for Associate Membership of the Australian Psychological Society. To enable students to develop skills in independent research, theoretical analysis and critical evaluation in psychology. To enable students to acquire advanced knowledge in selected areas of psychology and applied psychology. To provide students with an understanding of the nature of psychology as a profession, the ethical and legal responsibilities of the psychologist and the role of the Australian Psychological Society.

Course Duration: 1 year

Admission Requirements: A first degree with an Australian Psychological Society accredited specialisation in Psychology (or equivalent) will be the minimum entrance requirement. Relevant experience in either private or public sector organisations will be an advantage. Applicants may be interviewed and requested to provide academic letters of recommendation (reference 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>
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<th>Course Title</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>APA4019</td>
<td>FIELD RESEARCH</td>
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<td>APA4027</td>
<td>SOCIAL RESEARCH METHODS IN CONTEXT A</td>
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</tbody>
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<tr>
<td>APA4071</td>
<td>PROFESSIONAL ORIENTATION (PSYCHOLOGICAL ASSESSMENT)</td>
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<td>APA4020</td>
<td>EXTENDED FIELD RESEARCH</td>
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</tr>
<tr>
<td>APA4028</td>
<td>SOCIAL RESEARCH METHODS IN CONTEXT B</td>
<td>6</td>
</tr>
<tr>
<td>APA4011</td>
<td>PSYCHOLOGY IN PRACTICE</td>
<td>6</td>
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<tr>
<td>PLUS one elective (12 credit points)</td>
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List of Psychology Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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<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>APA4050</td>
<td>CURRENT ISSUES IN PSYCHOLOGY A</td>
<td>12</td>
</tr>
<tr>
<td>APA4061</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>
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</tbody>
</table>

Not all electives may be available every year. Other electives may be possible with the consent of the Course Coordinator. This is a guide only and offerings may be unit to sufficient enrolments.

GRADUATE DIPLOMA OF PUBLIC ADVOCACY AND ACTION

Course Code: AGSA

Campus: Footscray Park, Other.

This course is for Continuing students only

Course Objectives: The aims of the program in Public Advocacy ad Action include: providing an opportunity for experience advocates and activists for social change to undertake structured studies to both build upon their skills and facilitate critical reflection and practice; enable students to theerise 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: 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>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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</thead>
<tbody>
<tr>
<td>ASA5022</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>PLUS one Financial or Project Management elective</td>
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</tbody>
</table>

Year 1 Semester 2
Course Objectives:
The primary functions of this course are to:
- provide the first stage towards a higher degree (e.g., a Masters or a Doctorate) by research; give greater depth to your undergraduate studies; gain a greater understanding of the contemporary theories and debates in the humanities and social sciences; develop research skills; learn to analyse and write at a more abstract and theoretical level.

Course Duration:
1 year

Admission Requirements:
- 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 unit to demand at Footscray Park and/or St Albans.

Year 1 Semester 1
ASH4001 HONOURS THESIS (FULL-TIME) 48
Or, if part-time enrol in the following unit for two semesters:
ASH4002 HONOURS THESIS (PART-TIME) 24

BACHELOR OF ARTS (HONOURS) (I)
Course Code: AHFA
Campus: Footscray Park.
This course is for Continuing students only

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 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.

Course Duration: 1 year

Admission Requirements: 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 unit to demand at Footscray Park and/or St Albans.
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Year 1 Semester 1
ASH4003  KEY DEBATES IN THE HUMANITIES AND SOCIAL SCIENCES  24
Plus one of the following (after discussion with supervisor):
ASH4011  SOCIOLOGY HONOURS  24
AAX4001  ASIAN STUDIES HONOURS  24
AAX4003  HISTORY HONOURS 4  24
ACX4001  HUMANITIES HONOURS 4  24
Year 1 Semester 2
ASH4001  HONOURS THESIS (FULL-TIME)  48
Or, if part-time enrol in the following unit for two semesters:
ASH4002  HONOURS THESIS (PART-TIME)  24

BACHELOR OF PSYCHOLOGICAL STUDIES (HONOURS) (I)
Course Code:  AHPH
Campus:  St Albans.
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 Accreditation Council’s requirements for a fourth-year course in Psychology.
Course Duration:  1 year
Admission Requirements:  The minimum requirement for entry to Honours in Psychology will normally be: the completion of all requirements for an ordinary degree conferred by Victoria University; the completion of an APAC accredited major in psychology; a minimum of distinction level (70%) performance in psychology at third-year level. Students who have completed their degree at a University or similar institution apart from Victoria University may apply for entry to the Bachelor of Arts Honours course. This course is identical to the Honours in Psychology course and equivalent entry requirements apply.
Course Structure
One year course delivered over 2 semesters • total 96 credit points.
CORE UNITS
APH4012  RESEARCH Thesis  24
APH4027  SOCIAL RESEARCH METHODS IN CONTEXT A  12
APH4071  PROFESSIONAL ORIENTATION (PSYCHOLOGICAL ASSESSMENT)  12
APH4015  EXTENDED RESEARCH THESIS  24
APH4011  PSYCHOLOGY IN PRACTICE  6
APH4028  SOCIAL RESEARCH METHODS IN CONTEXT B  6
PLUS one elective (12 credit points)
Electives :  
AP4A015  COMMUNITY PSYCHOLOGY  12
AP4A003  ORGANISATIONAL PSYCHOLOGY  12
AP4A004  PSYCHOLOGY OF GROUP PROCESSES  12
AP4A050  CURRENT ISSUES IN PSYCHOLOGY A  12
AP4A061  PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR  12
APT5080  CROSS-CULTURAL ISSUES IN COUNSELLING  12
APT5005  DOMESTIC VIOLENCE AND SEXUAL ASSAULT  12
Other electives may be possible with the consent of the Course Coordinator. This is a guide only and offerings on each campus may be unit to sufficient enrolments.

BACHELOR OF ARTS (HONOURS) PSYCHOLOGY
Course Code:  AHPH
Campus:  St Albans.
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.
Course Duration:  1 year
Admission Requirements:  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 APS accredited major in psychology; a minimum of distinction level (70%) performance in psychology at third-year level. Students who have completed their degree at a University or similar institution apart from Victoria University may apply for entry to the Bachelor of Arts Honours course. This course is identical to the Honours in Psychology course and equivalent entry requirements apply.
Course Structure
One year course delivered over 2 semesters • total 96 credit points.
CORE UNITS
APH4012  RESEARCH Thesis  24
APH4027  SOCIAL RESEARCH METHODS IN CONTEXT A  12
APH4071  PROFESSIONAL ORIENTATION (PSYCHOLOGICAL ASSESSMENT)  12
APH4015  EXTENDED RESEARCH Thesis  24
APH4011  PSYCHOLOGY IN PRACTICE  6
APH4028  SOCIAL RESEARCH METHODS IN CONTEXT B  6
PLUS one elective (12 credit points)
Electives :  
AP4A015  COMMUNITY PSYCHOLOGY  12
AP4A003  ORGANISATIONAL PSYCHOLOGY  12
AP4A004  PSYCHOLOGY OF GROUP PROCESSES  12
AP4A050  CURRENT ISSUES IN PSYCHOLOGY A  12
AP4A061  PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR  12
APT5080  CROSS-CULTURAL ISSUES IN COUNSELLING  12
APT5005  DOMESTIC VIOLENCE AND SEXUAL ASSAULT  12
Other electives may be possible with the consent of the Course Coordinator. This is a guide only and offerings on each campus may be unit to sufficient enrolments.
research or professional careers. The course is designed to meet the Australian Psychology Accreditation Council’s requirements for a fourth-year course in Psychology.

Course Duration: 1 year

Admission Requirements: 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

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<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
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<td>RESEARCH THESIS</td>
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<tr>
<td>APH4028</td>
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Electives

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<tr>
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<tbody>
<tr>
<td>APA4015</td>
<td>COMMUNITY PSYCHOLOGY</td>
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<td>APA4003</td>
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<td>APAH061</td>
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<td>APT5005</td>
<td>DOMESTIC VIOLENCE AND SEXUAL ASSAULT</td>
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</table>

Other electives may be possible with the consent of the Course Coordinator. This is a guide only and offerings on each campus may be unit to sufficient enrolments.

BACHELOR OF ARTS (HONOURS) (I)

Course Code: AHSS

Campus: St Albans.

This course is for Continuing students only

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.

Course Duration: 1 year

Admission Requirements: 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
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

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 unit 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 SOCIAL SCIENCES (FORENSIC & CRIME STUDIES)

Course Code: AMFC

Campus: Footscray Park, City Flinders.

Course Objectives: This course responds to recent needs of professions and institutions in the criminal justice system. It focuses on the development of new knowledge and applications in the social sciences and law, including criminology, sociology and social philosophy. The professions 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 with which they interact.

Course Duration: 1.5 years

Admission Requirements: Relevant undergraduate degree

Course Structure

Year 1 Semester 1

ASL5001 CRIME POLICY AND POLITICS 24
ASL5002 SPACES OF INCARCERATION 24

Year 1 Semester 2

ASL5003 SOCIAL STUDIES OF FORENSIC SCIENCE 24
ASL5004 LAW AND NORM 24

Year 1 Semester 3

Full-Time

ASL6001 MINOR THESIS (FULL-TIME) 24
ASL6003 METHODS OF INQUIRY: CRIMINOLOGICAL, SOCIAL, ETHICAL (FULL-TIME) 24

OR Part-Time

ASL6002 MINOR THESIS (PART-TIME) 24
ASL6004 METHODS OF INQUIRY: CRIMINOLOGICAL, SOCIAL, ETHICAL (PART-TIME) 12

Year 2 Semester 1

Option 1 Professional Project & Coursework Option F/T

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

MASTER OF ARTS IN INTERNATIONAL COMMUNITY DEVELOPMENT (I)

Course Code: AMIC

Campus: Footscray Park, City Flinders.

This course is for Continuing students only

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.

Course Duration: 2 years

Admission Requirements: 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

ASAS5002 COMMUNITY DEVELOPMENT: PROJECT PLANNING AND MANAGEMENT 12

Plus two electives

Year 2 Semester 1

Option 1 Professional Project & Coursework Option F/T

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
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.

Course Duration: 1.5 years

Admission Requirements: Completion of three year undergraduate degree (or equivalent). Students who complete the Graduate Diploma in International Community Development with a Distinction (D) average are eligible to enrol in the Master of International Community Development program.

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.

Enrol in the following unit for two semesters:

- Option 1 - Professional Project
  - Full-time
    - ASAS6001 PROFESSIONAL PROJECT (FULL-TIME) 36
    - Plus one elective (12 credit points)
    - . . . OR . .
  - Part-time
    - Enrol in the following unit for two semesters:
      - ASASA6003 THESIS (PART-TIME) 24
      - Recommended Electives
      - Please note that only a selection of these electives will be offered each semester

- Option 2 - Thesis
  - Full-time
    - AAAAS6002 THESIS (FULL-TIME) 48
  - Part-time
    - Enrol in the following unit for two semesters:
      - AAAAS6003 THESIS (PART-TIME) 24
      - Recommended Electives

Please note that only a selection of these electives will be offered each semester.
MASTER OF APPLIED PSYCHOLOGY (COMMUNITY PSYCHOLOGY) (I)
Course Code: AMPC

Campus: Footscray Park.

Course Objectives: The Community Psychology stream draws on the educational and training components of the core units of study, but provides students with an opportunity to learn and develop broader options for the application of psychological skills and knowledge. Community Psychology developed in Australia in the 1970s in response to the realisation that the psychological wellbeing of individuals could not be understood in isolation from broader social contexts. The discipline has its roots in such fields as community mental health, organisational, applied social and, more recently, environmental, ecological and health psychology. Its unique identity is defined through its focus on communities as the primary unit for understanding and action. The Community Psychology stream therefore aims to: develop students’ skills in the analysis of social and psychological problems from multiple perspectives and at multiple levels. This will entail developing sensitivity to the cultural and experiential forces that have impacts on such problems; develop students’ skills in intervention strategies which are appropriate to multiple levels of analysis of problems, from the individual level to broader community contexts; develop students’ skills in interventions in a variety of areas, such as program and policy design, implementation and evaluation, the organisation and facilitation of groups, and the development of social support networks; implement the skills learnt via a research project which they will design, plan, conduct and report on; highlight the various ethical and professional conduct issues that will be faced as practising psychologists; prepare students for specialist APS College Membership in Community Psychology. The stream is fully accredited by the Australian Psychological Society.

Course Duration: 2 years

Admission Requirements: An honours degree with an Australian Psychological Society accredited four-year sequence in psychology, or a pass degree with an APS accredited three-year sequence in psychology together with an APS accredited fourth-year psychology course, will be the minimum entrance requirement. However, relevant professional experience will be a substantial factor in selection. Applicants will be interviewed to assess suitability for the course. Please note: this course is not available to international students.

Course Structure
Students are required to complete a total of 192 credit points.

Year 1, Semester 1
APM5009  PSYCHOLOGICAL PRACTICE 1  8
APM5013  QUANTITATIVE RESEARCH METHODS  12
APM6030  THESIS RESEARCH  12
APM5017  PSYCHOLOGICAL PRACTICE 2  8
APM5001  FOUNDATIONS OF COMMUNITY PSYCHOLOGY  8

Year 1, Semester 2
APM5003  QUALITATIVE RESEARCH METHODS  12
APM5021  PRACTICUM 1  8
APM6008  PSYCHOLOGICAL PRACTICE 3  8
APM6030  THESIS RESEARCH  12
APM6060  PSYCHOLOGY OF COMMUNITY HEALTH  8

Year 2, Semester 1
APM6002  COMMUNITY PSYCHOLOGY INTERVENTIONS  8
APM6021  PRACTICUM 2  16
APM6070  EXTENDED THESIS RESEARCH  12

Plus Elective (Social Policy)

Year 2, Semester 2
APM6040  PSYCHOLOGICAL PRACTICE 4C  8
APM6070  EXTENDED THESIS RESEARCH  12
APM6050  PRACTICUM 3  16

Plus Arts Elective

Areas of Specialisation - The Wellness Promotion Unit The Wellness Promotion Unit is located at St Albans Campus (3N33). The unit offers services in research, evaluation and consultation. Interests include cross-cultural wellness, community building, program evaluation, needs and resources assessment, qualitative, quantitative and action research methods, health and medical areas of research, consultancy and practice. Its mission statement is: Wellness is achieved by the simultaneous and balanced satisfaction of personal, interpersonal and collective needs. The unit aims to promote wellness in individuals, organisations, and communities in Victoria in general and in western and rural regions in particular. We believe in collaborating with community stakeholders in defining their needs and devising appropriate research methods and interventions. The wellness model of personal, relational and community wellness is particularly pertinent to health and medical areas of research, consultancy and practice. The unit is currently undertaking a range of major projects, and is able to offer specialist placements, research projects and at times contract work, particularly to students in community and Health Psychology. Further information is available on the website.

MASTER OF PSYCHOLOGY (CLINICAL PSYCHOLOGY)
Course Code: AMPO

Campus: St Albans.

This course is for Continuing students only

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.

Course Duration: 2 years

Admission Requirements: 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
APCS101  RESEARCH PROJECT 1  12
APCS103  CLINICAL SKILLS 1  6
APCS105  CLINICAL EXPERIENCE AND PRACTICUM 1  12
Course Objectives: The specific objectives of the course are to: further develop knowledge of counselling theory and its application; expand the students' knowledge and awareness of psychological theory relevant to their workplace and interests; develop a deeper understanding of the range of counselling interventions and psychological therapies offered by helping professions; develop understanding of counselling research methods and a corresponding ability to read critically within the counselling literature; and further develop an applied knowledge of professional practice. At the conclusion of the course, students should be: conversant with theoretical underpinnings of counselling intervention; able to engage with the counselling literature relevant to their area of work and interest; aware of the variety of professions in the field and their contributions; able to place counselling aspects of their own work within a theoretical framework; and able to put their own counselling work in context both within the professional field and within their own agency, and able to work more effectively as a counsellor in the health field.

Course Duration: 2 years

Admission Requirements: To qualify for admission to the course an applicant must have successfully completed an undergraduate degree or equivalent. The applicant must be able to provide academic and professional references. Applicants may be required to attend a selection interview and provide samples of their work.

The course may be taken on a full-time basis over two years following a bachelors degree, or part-time over two years following a fourth year in counselling.

Year 1, Semester 1
AP6006 RESEARCH METHODS IN COUNSELLING 12
AP5035 THEORIES AND TECHNIQUES OF COUNSELLING 12
AP5025 INDIVIDUAL AWARENESS 12

Plus one Elective*

Year 1, Semester 2
AP5060 APPLIED TECHNIQUES OF COUNSELLING 12
AP6004 MINOR THESIS 24

AP5070 SOCIAL AND ETHICAL ISSUES IN COUNSELLING 12

Year 2, Semester 1
AP6001 PRACTICUM 1 12
AP6004 MINOR THESIS 24

AP5070 SOCIAL AND ETHICAL ISSUES IN COUNSELLING 12

Year 2, Semester 2
AP6002 PRACTICUM 2 12
AP4061 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR 12

Plus two Electives*

*Three electives in related areas.

*Only units of study approved by the Course Co-ordinator 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.

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.

Course Duration: 2 years

Admission Requirements: 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<td>APC5202</td>
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<td>APC5206</td>
<td>CHILD AND ADOLESCENT PSYCHOPATHOLOGY</td>
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<td>APC5207</td>
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Year 1, Semester 2

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<td>CLINICAL PSYCHOLOGY SKILLS 2</td>
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<td>APC5210</td>
<td>CLINICAL EXPERIENCE 2</td>
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<td>INTERVENTIONS 1</td>
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<td>APC5212</td>
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<td>APC5213</td>
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Year 2, Semester 1

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<td>6</td>
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<tr>
<td>APC6205</td>
<td>CLINICAL HEALTH PSYCHOLOGY 1</td>
<td>6</td>
</tr>
<tr>
<td>APC6206</td>
<td>INTERVENTIONS 2</td>
<td>6</td>
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<tr>
<td>APC6207</td>
<td>INTERVENTIONS 3</td>
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</tr>
<tr>
<td>APC6208</td>
<td>PLACEMENT 2</td>
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PLUS one of the following two options:

Students who are completing their study at masters level should enrol in the following unit:

<table>
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<tbody>
<tr>
<td>APC6201</td>
<td>RESEARCH PROJECT 3A</td>
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Or

Students who have been accepted as doctoral candidates should enrol in the following unit:

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<tr>
<td>APC6202</td>
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Year 2, Semester 2

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<tr>
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<td>NEUROPSYCHOLOGY DISORDERS AND PSYCHOPHARMACOLOGY</td>
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<tr>
<td>APC6212</td>
<td>CLINICAL EXPERIENCE 4</td>
<td>6</td>
</tr>
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<td>APC6213</td>
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<td>6</td>
</tr>
<tr>
<td>APC6214</td>
<td>INTERVENTIONS 4</td>
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<td>APC6215</td>
<td>PLACEMENT 3</td>
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PLUS one of the following two options:

Students who are completing their study at masters level should enrol in the following unit:

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<tr>
<td>APC6209</td>
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Or

Students who have been accepted as doctoral candidates should enrol in the following unit:

<table>
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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>APC6210</td>
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</table>

MASTER OF PSYCHOLOGY (CLINICAL NEUROPSYCHOLOGY)

Course Code: AMPN

Campus: St Albans.

This course is for Continuing students only

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.

Course Duration: 2 years

Admission Requirements: 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. 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 two years. This course comprises 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

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<td>APC5105</td>
<td>CLINICAL EXPERIENCE AND PRACTICUM 1</td>
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<td>APC5107</td>
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<td>APC5111</td>
<td>INTRODUCTION TO CLINICAL PSYCHOPATHOLOGY AND NEUROPSYCHOLOGY</td>
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<td>APC5113</td>
<td>NEUROANATOMY</td>
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Year 1, Semester 2

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<td>APC5108</td>
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<td>APC5114</td>
<td>NEUROPSYCHOLOGY OF CHILDHOOD</td>
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<tr>
<td>APC5116</td>
<td>NEUROPSYCHOLOGICAL SYNDROMES &amp; CLINICAL NEUROLOGY</td>
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</table>

Year 2, Semester 1

Selection of possible units of study. Not all units are available every year. Check Course Structure for details when enrolling.

<table>
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<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>APC6109</td>
<td>CLINICAL EXPERIENCE AND PRACTICUM 3</td>
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</table>
MASTER OF APPLIED PSYCHOLOGY (SPORT PSYCHOLOGY) (I)

Course Code: AMPS

Campus: Footscray Park.

Course Objectives: The Sport Psychology stream builds on the general skills and knowledge presented in the core units of study and prepares students for professional practice in the field of sport psychology. It is offered in conjunction with the Department of Human Movement and Recreation in order to provide students with a properly rounded education in sport and sport science. Its aims are to: develop students' skills and knowledge of sport psychology in order to inform practice and engender a broad perspective of professional work; develop students' knowledge and use of applied skills, methods, and techniques in sport psychology, so they may offer the highest levels of professional service; develop students' appreciation of professional and ethical issues in the practice of sport psychology so that they may operate according to the highest standards of professional practice; provide students with supervised experience of professional practice in sport psychology and the opportunity to learn from this experience in discussion with peers and professionals; develop students' independent use of applied research skills for problem resolution, under the supervision of a researcher in applied sport psychology. This includes the identification of a problem in practice which needs to be resolved by research, the design, execution, analysis and interpretation of a study to address that issue, and the presentation of implications of the study and future directions for research on the issue; prepare students for specialist APS College membership and knowledge presented in the core units of study and prepares students for professional practice in the field of sport psychology.

Course Duration: 2 years

Admission Requirements: An honours degree with an Australian Psychological Society accredited four-year sequence in psychology, or a pass degree with an APS accredited three-year sequence in psychology together with an APS accredited fourth-year psychology course, will be the minimum entrance requirement. However, relevant professional experience will be a substantial factor in selection. Applicants will be interviewed to assess suitability for the course. There is normally an intake of students every second year.

Course Structure

Students are required to complete a total of 192 credit points.

Year 1, Semester 1

APM6005  CURRENT ISSUES IN SPORT PSYCHOLOGY  8
APM5009  PSYCHOLOGICAL PRACTICE 1  8
APM5013  QUANTITATIVE RESEARCH METHODS  12
APM5017  PSYCHOLOGICAL PRACTICE 2  8
APM6030  THESIS RESEARCH  12

Year 2, Semester 2

APM6102  RESEARCH PROJECT 4A  12
APM6110  CLINICAL EXPERIENCE AND PRACTICUM 4  12
APM6114  PROFESSIONAL PRACTICE ISSUES 4  6
APM6116  NEUROPSYCHOLOGY OF ADULTHOOD  6
APM6118  ADULT REHABILITATION  6
APM6120  CLINICAL NEUROPSYCHOLOGY SKILLS 2  8

Year 2, Semester 1

APM6003  PROFESSIONAL PRACTICE IN APPLIED SPORT PSYCHOLOGY  8
APM6021  PRACTICUM 2  16
APM6070  EXTENDED THESIS RESEARCH  12

Year 2, Semester 2

APM6045  PSYCHOLOGICAL PRACTICE 4S  8
APM6050  PRACTICUM 3  16
APM6070  EXTENDED THESIS RESEARCH  12

Plus one Elective unit (Sport Science)

Year 2, Semester 2

APM5008  APPLIED SPORT AND EXERCISE PSYCHOLOGY  8
APM5003  QUALITATIVE RESEARCH METHODS  8
APM5021  PRACTICUM 1  8
APM6008  PSYCHOLOGICAL PRACTICE 3  8
APM6030  THESIS RESEARCH  12

Plus one Elective unit

Area of Specialisation: CRESS One of seven designated University Research Centres at Victoria University, CRESS is the largest of the University Research Centres and through research and consultancy, aims to promote the health and wellbeing of the entire community via the medium of physical activity. It does this by pure and applied work in the areas of rehabilitation, exercise and sport science. CRESS carries out research and consultancy in four research units: biomechanics - applies mechanical principles to human movement analysis; exercise metabolism - looks at cells to see how the body adapts to exercise conditions; exercise physiology - investigates the biological science of movement; sport and exercise psychology - the science of human behaviour for enhancing performance and raising wellbeing. CRESS aims to develop and extend partnerships with government, industry and other institutions in order to conduct mutually beneficial research and consultancy. In carrying out its mission of promoting the health and wellbeing of the entire community through the application of science to rehabilitation, exercise and sport, CRESS generates programs, services and opportunities for collaborative research with industry and community groups. Most Sport Psychology specialist placements and research projects are conducted under the auspice of CRESS.

MASTER OF PSYCHOANALYSIS

Course Code: AMPY

Campus: St Albans.

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.

Course Duration: 4 years

Admission Requirements: 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.
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Year 1, Semester 1
APU5001  HISTORY AND EPISTEMOLOGY OF PSYCHOANALYSIS  8
APU5002  THEORY OF SEXUALITY  8
APU5003  CLINICAL SEMINAR I: ASSESSMENT  8

Year 1, Semester 2
APU5004  THEORY OF THE UNIT 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 1
APU5007  NEUROSIS  8
APU5008  PSYCHOANALYTIC TECHNIQUES I  8
APU5009  CLINICAL SEMINAR III: TREATMENT OF THE NEUROSES  8

Year 2, Semester 2
APU5010  PSYCHOSIS AND PERVERSION  8
APU5011  PSYCHOANALYTIC TECHNIQUE II  8
APU5012  CLINICAL SEMINAR IV: HANDLING OF THE TRANSFERENCE  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

Admission Requirements: Professional Qualification (BSW) and five years practice with at least two years as senior practitioner.

Course Structure

Year 1
AER8510  POLICY CONTEXT OF PROFESSIONAL PRACTICE  24

Or complete these TWO units:
ASH5001  COMMUNITY SERVICES (IDEOLOGIES IN PRACTICE)  12
ASH5003  SUPERVISION FOR PROFESSIONAL PRACTICE IN COMMUNITY SERVICES  12

Plus select either:
AER8517  INVESTIGATING PROFESSIONAL PRACTICE  24
AER8518  RESEARCHING PROFESSIONAL PRACTICE  24

(Masters Level)

Year 1 Semester 2
ASM6000  PROFESSIONAL THESIS (FULL-TIME)  48

Year 2 Semester 1
ASM6000  PROFESSIONAL THESIS (FULL-TIME)  48

Year 2 Semester 2
ASM6000  PROFESSIONAL THESIS (FULL-TIME)  48

DOCTOR OF PHILOSOPHY (I)

Course Code: APPD

Campus: St Albans, Footscray Park, Other, Dependent upon supervision.

Course Objectives: The School of Social Sciences and 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.

Course Duration: 4 years

Admission Requirements: 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.

MASTER OF SOCIAL WORK

Course Code: AMSW

Campus: Footscray Park.

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.

Course Duration: 2 years
DOCTOR OF PHILOSOPHY (I)
Course Code: APPH
Campus: St Albans, Footscray Park, Other.

Course Objectives: The School of Social Sciences and 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.

Course Duration: 4 years

Admission Requirements: Applicants for candidature to the Doctor of Philosophy should normally have completed either a Master of Arts with a substantial research component (i.e. 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.

DOCTOR OF PHILOSOPHY
Course Code: APXH
Campus: Other, Dependent upon supervision.

This course is for Continuing students only

Course Objectives: The School of Social Sciences and Psychology offers supervision for Doctorate programs in many key research areas: some examples include Psychology, Community Psychology; Counselling; Sleep and Sleep problems; developmental psychology, diabetes and health behaviour, eating disorders, environmental/conservation issues, evaluation research, family process and attachment, feminism and psychology.

Course Duration: 3 years

Admission Requirements: This course has been replaced by APPD Doctor of Philosophy

Course Structure
Standard completion times for research is 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: St Albans, Footscray Park.

Course Objectives: The School of Social Sciences and Psychology offers supervision for Master’s programs in many key research areas: some examples include Psychology, Community Psychology; Counselling; Sleep and Sleep problems; History; Political Science, Sociology, Asian Studies and International Development.

Course Duration: 2 years

Admission Requirements: Applicants for the Master of Arts (by Research) in the School of Social Sciences and Psychology, should normally have an Australian Psychological Society accredited fourth year (Honours or Graduate Diploma) in Psychology, with 2A honours level or better. Students with fourth-year or Master’s degrees in other related disciplines may be considered if appropriate supervision is available.

Course 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 (I)
Course Code: ATIC
Campus: Footscray Park.

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.

Course Duration: 0.5 years

Admission Requirements: 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
ASA5010 TRANSNATIONAL GENDER ISSUES AND HUMAN RIGHTS 12
Plus two electives (12 credit points each)

Recommended Electives
Please note that only a selection of these electives will be offered each semester
AAA5002 RESEARCH METHODS 12
AAA5011 INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’ 12
ACG5200 APPROACHES TO RESEARCH 12
APT5080 CROSS-CULTURAL ISSUES IN COUNSELLING 12
ASA5002 COMMUNITY DEVELOPMENT: PROJECT PLANNING AND MANAGEMENT 12
ASA5003 HIV/AIDS AND INTERNATIONAL DEVELOPMENT 12
ASA5004 ENGAGING COMMUNITIES FOR SUSTAINABILITY 12
ASA5005 PSYCHOSOCIAL APPROACHES IN AID AND DEVELOPMENT 12
ASA5008 PEACE, VIOLENCE AND CONFLICT 12
ASA5009 WORKING IN CROSS-CULTURAL CONTEXTS 12
ASA5022 APPROACHES TO GLOBALISATION 12
ASA5023 BUILDING CAPACITY AND MOBILISING CIVIL SOCIETY 12
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

Admission Requirements: To qualify for admission to the course, an applicant must have successfully completed the first year of the Master of Psychology (Clinical Psychology) course and demonstrated a capacity for carrying out research at the professional doctorate level. Please note: enrolment in this course is via internal transfer from the Master program only.

Course Structure
The coursework program is conducted on an intensive full-time basis. The course is comprised of three interlocking strands of theoretical/knowledge-based units, research units (including an independent project and thesis) and a clinical practice strand.

Year 1, Semester 1
APC5101 RESEARCH PROJECT 1 12
APC5103 CLINICAL SKILLS 1 6
APC5105 CLINICAL EXPERIENCE AND PRACTICUM 1 12
APC5107 PROFESSIONAL PRACTICE ISSUES 1 6
APC5109 GROUP PROCESS 6
APC5111 INTRODUCTION TO CLINICAL PSYCHOPATHOLOGY AND NEUROPSYCHOLOGY 6

Year 1, Semester 2
APC5102 RESEARCH PROJECT 2 12
APC5104 CLINICAL SKILLS 2 6
APC5106 CLINICAL EXPERIENCE AND PRACTICUM 2 12
APC5108 PROFESSIONAL PRACTICE ISSUES 2 6
APC5110 OBSERVATIONAL METHOD 1 6
APC5112 CLINICAL THEORIES 1 6

Year 2, Semester 1
APC6103 RESEARCH PROJECT 3B 12
APC6105 CLINICAL THEORIES 2 6
APC6107 OBSERVATIONAL METHOD 2 - CHILDHOOD 6
APC6109 CLINICAL EXPERIENCE AND PRACTICUM 3 12
APC6111 CLINICAL PSYCHOLOGY SKILLS 1 6
APC6113 PROFESSIONAL PRACTICE ISSUES 3 6

Year 2, Semester 2
APC6104 RESEARCH PROJECT 4B 12
APC6110 CLINICAL EXPERIENCE AND PRACTICUM 4 12
APC6106 CLINICAL THEORIES 3 6
APC6108 OBSERVATIONAL METHOD 3: ADOLESCENCE AND ADULTHOOD 6
APC6114 PROFESSIONAL PRACTICE ISSUES 4 6
APC6112 CLINICAL PSYCHOLOGY SKILLS 2 6

Year 3, Semester 1
APC7101 RESEARCH PROJECT 5 24
APC7103 CLINICAL EXPERIENCE AND PRACTICUM 5 12
APC7107 ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 1 12

Year 3, Semester 2
APC7102 RESEARCH PROJECT 6 24
APC7104 CLINICAL PRACTICUM 6 12
APC7108 ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 2 12
### DOCTOR OF PSYCHOLOGY (CLINICAL PSYCHOLOGY)

**Course Code:** AZPL  
**Campus:** St Albans.

**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.

**Course Duration:** 3 years

**Admission Requirements:** 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.

<table>
<thead>
<tr>
<th>Year 1, Semester 1</th>
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<th>Credit Points</th>
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<td>12</td>
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<tr>
<td>APC5202</td>
<td>CLINICAL PSYCHOLOGY SKILLS 1</td>
<td>6</td>
<td></td>
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<td>APC5203</td>
<td>CLINICAL EXPERIENCE 1</td>
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<tr>
<td>APC5204</td>
<td>PROFESSIONAL PRACTICE ISSUES</td>
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<td>CLINICAL EXPERIENCE 2</td>
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<td>APC5211</td>
<td>INTERVENTIONS 1</td>
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<td>APC5213</td>
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<td>APC5214</td>
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<td>APC6204</td>
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### DOCTOR OF PSYCHOLOGY (CLINICAL NEUROPSYCHOLOGY)

**Course Code:** AZPN  
**Campus:** St Albans.

This course is for Continuing students only.

**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.

**Course Duration:** 3 years

**Admission Requirements:** 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.

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<th>Course Code</th>
<th>Title</th>
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<td>CLINICAL EXPERIENCE 5</td>
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<td>APC7203</td>
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<td>APC7207</td>
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<td>APC7208</td>
<td>PLACEMENT 5</td>
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</table>
DOCTOR OF APPLIED PSYCHOLOGY (COMMUNITY)

Course Code: AZPX

Campus: Footscray Park.

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.

Course Duration: 3 years

Admission Requirements: To qualify for admission to the course, an applicant must have successfully completed the first year of the Master of Applied Psychology (Sport or Community) course and demonstrated a capacity for carrying out research at the professional doctorate level. Once admitted, the student will convert to enrolment in the Doctor of Applied Psychology. Please note: enrolment in this course is via internal transfer from the Master program only.

Course Structure

This course is offered on a full-time basis over three years or part-time for six years. This period includes the conversion from Year 1 of the Master of Applied Psychology (Sport or Community).

Year 1, Semester 1

For Full-time Students

All streams have common units of study

APM6090 DOCTORAL THESIS (RESEARCH) 24
APM6075 PRACTICUM 4 16
APM6080 ADVANCED READING UNIT 8

Year 1, Semester 2

APM6090 DOCTORAL THESIS (RESEARCH) 24
APM6085 PRACTICUM 5 16
APM6076 ADVANCED READING UNIT 8 8

Electives

Not all units of study are offered every year

DOCTOR OF APPLIED PSYCHOLOGY (SPORT PSYCHOLOGY)

Course Code: AZPY

Campus: Footscray Park.

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.

Course Duration: 3 years

Admission Requirements: 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

**Year 1, Semester 1**
- APM6090 DOCTORAL THESIS (RESEARCH) 24
- APM6075 PRACTICUM 4 16
- APM6080 ADVANCED READING UNIT 8

**Year 1, Semester 2**
- APM6090 DOCTORAL THESIS (RESEARCH) 24
- APM6085 PRACTICUM 5 16
- APM6076 ADVANCED READING UNIT B 8

**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

**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).

**Course Duration:** 3 years

**Admission Requirements:** To qualify for admission to the course an applicant must have successfully completed the first year of the Master of Applied Psychology (Community) course and demonstrated a capacity for carrying out research at the professional doctorate level. Once admitted, the student will convert to enrolment in the Doctor of Applied Psychology.

**Course Structure**

The course is offered on a full-time basis over three years or part-time for six years. This period includes the conversion from Year 1 of the Master of Applied Psychology (Sport or Community).

**Year 1, Semester 1**
- APM6090 DOCTORAL THESIS (RESEARCH) 24
- APM6075 PRACTICUM 4 16
- APM6080 ADVANCED READING UNIT 8

**Year 1, Semester 2**
- APM6090 DOCTORAL THESIS (RESEARCH) 24
- APM6085 PRACTICUM 5 16
- APM6076 ADVANCED READING UNIT B 8

**DOCTOR OF SOCIAL WORK**

**Course Code:** AZSW

**Campus:** Footscray Park.

**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.

**Course Duration:** 3 years

**Admission Requirements:** Professional Qualification (MSW) and five years practice with at least two years as senior practitioner.

**Course Structure**

**Year 1 Semester 1**
- AER8510 POLICY CONTEXT OF PROFESSIONAL PRACTICE 24

Or complete these TWO units:
- ASH5001 COMMUNITY SERVICES (IDEOLOGIES IN PRACTICE) 12
- ASH5003 SUPERVISION FOR PROFESSIONAL PRACTICE IN COMMUNITY SERVICES 12

Plus select either:
- AER8517 INVESTIGATING PROFESSIONAL PRACTICE 24
- AER8518 RESEARCHING PROFESSIONAL PRACTICE 24

**Year 1 Semester 2**
- ASD7000 THESIS (FULL-TIME) 48

**Year 2 Semester 1**
- ASD7000 THESIS (FULL-TIME) 48

**Year 2 Semester 2**
- ASD7000 THESIS (FULL-TIME) 48

**Year 3 Semester 1**
- ASD7000 THESIS (FULL-TIME) 48

**Year 3 Semester 2**
- ASD7000 THESIS (FULL-TIME) 48

### MASTER OF HEALTH SCIENCE - AGED SERVICES (I)

**Course Code:** HMSA

**Campus:** City Flinders, Other,(on campus students); Off-campus (distance education students).

**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.

**Course Duration:** 1.5 years
Admission Requirements: To qualify for the award of Graduate Certificate in Aged Services, students must complete a total of 48 credit points. To qualify for the award of Graduate Diploma in Aged Services Management or Graduate Diploma in Dementia Care and Service, students must complete a total of 96 credit points. To qualify for the award of Master of Health Science - Aged Services students must complete a total of 144 credit points; OR For International students taking the two year option, students must complete 192 credit points.

Course Structure

The Postgraduate programs in Aged Service incorporate: Graduate Certificate in Aged Services (HTAS) - exit point only One semester full-time or one year part-time Graduate Diploma in Aged Services Management (HGAS) - exit point only One year full-time or two years part-time Graduate Diploma in Dementia Care and Service (HGDC) - exit point only One year full-time or two years part-time Master of Health Science - Aged Services (HMSA) One-and-a-half years full-time or three years part-time OR for international students only: two years full-time with the addition of 48 further credit points incorporating the units of the Graduate Diploma in Community Services (AGSS).

Graduate Certificate in Aged Services (Exit point HTAS)

ASD4001 SOCIAL AND POLITICAL ASPECTS OF AGEING 12
AXR0002 RESEARCH DESIGN AND METHODS 12
ASD4008 MANAGEMENT ETHICS AND SOCIAL RESPONSIBILITY IN AGED SERVICES 12
ASD4105 LEADERSHIP, INNOVATION AND CHANGE 12

Graduate Diploma in Aged Services Management (Exit point HGAS)

ASD1560 FINANCIAL MANAGEMENT IN AGED SERVICES 12
ASD4002 QUALITY MANAGEMENT IN AGED SERVICES 12
ASD1571 HUMAN RESOURCE MANAGEMENT IN AGED SERVICES 12
ASD1650 OPERATIONAL AND MATERIAL RESOURCE MANAGEMENT 12

Graduate Diploma in Dementia Care and Service (Exit point HGDC)

ASD4000 UNDERSTANDING DEMENTIA: A MULTIDISCIPLINARY PERSPECTIVE 12
ASD4102 PERSON-CENTRED APPROACHES TO DEMENTIA SERVICES 12
ASD4106 DEMENTIA PROJECT: PRACTICAL EXPERIENCE FOR SERVICE PROVIDERS 12
ASD4107 HUMANISTIC DESIGN FOR PERSONS WITH DEMENTIA 12

ASD4107 can be replaced by another unit if approved by the Course Coordinator

Master of Health Science - Aged Services

Students have three options:

Option A: Completion of all 12 units listed above; OR
Option B: Completion of one of the two Graduate Diplomas above plus a Minor Thesis as follows:

Full-time (Semester 1 or 2)
ASD5004 MINOR THESIS (FULL-TIME) 48
OR
Part-time (Semester 1 and 2)
ASD5014 MINOR THESIS (PART-TIME) 24
SPECIALISATIONS

ASPSI - ASIAN STUDIES

Locations: Footscray Park.

In the present regional and global context we need to be able to understand Asia in overview as well as ‘up-close’. To ensure that students develop an integrated understanding of the region, the Asian Studies specialisation has been designed to provide a variety of perspectives. Students will have the opportunity to experience broad thematic surveys that cover a range of traditions and 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
AS11001 SOURCES OF ASIAN TRADITIONS 12
AS11002 SOURCES OF ASIAN MODERNITIES 12

OTHER SPECIALISATION UNITS - Students select four

Second and/or Third Year
AAA2005 COLONIALISM, NATIONALISM AND REVOLUTION IN SOUTHEAST ASIA 12
AAA2007 GENDER AND SEXUALITY: ASIAN PERSPECTIVES 12
AAA2008 BUSINESS CULTURES IN ASIA 12
AAA2011 CULTURAL HISTORY OF TIBET 12
AAA2014 MANY VIETNAMS: WAR, CULTURE AND MEMORY 12
AAP2004 SOUTHEAST ASIAN POLITICS 12
AAP2012 CULTURE AND POLITICS IN INDONESIA 12
AS13001 FILM, ART AND PERFORMANCE IN ASIA 12
AS25001 SOCIAL ISSUES IN CONTEMPORARY ASIA 12
ASX3500 INTERNATIONAL INTERDISCIPLINARY PROJECT 12

ASPHIS - HISTORY

Locations: St Albans, Footscray Park.

Knowledge of the past has always been central to human awareness. For more than a century, the study of History has underpinned the Western liberal tradition. History is connected with the search for meaning. It conveys communal memory, creating a sense of personal and group identity by locating individuals in time and space. The study of History offers each of us the chance to understand, even bridge, other cultures. Significantly, History is a humanist discipline, revealing the similarities and differences of human experience. This History specialisation offers opportunities to sample this diverse human experience. It offers studies in the modern history of Australia, Asia, Europe, the Middle East, Russia, the United States of America, and sport. The aim is to both challenge and excite students as they move through the study of History, beyond their own lives to those of people in other times and other places. It also aims to develop in students an appreciation for the contributions historians make to an understanding of contemporary society.

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

CORE UNITS

First Year Only
AHH1001 WORLD HISTORY 12
AHH1008 AUSTRALIANS AT WAR 12

OTHER SPECIALISATION UNITS - Students select four

Second and/or Third Year
AAA2011 CULTURAL HISTORY OF TIBET 12
AAA2014 MANY VIETNAMS: WAR, CULTURE AND MEMORY 12
AHH2011 EUROPEAN HISTORY 1 12
AHH2012 EUROPEAN HISTORY 2 12
AHH2014 THE MAKING OF THE MODERN MIDDLE EAST 12
AHH3011 AMERICAN HISTORY 1 12
AHH3012 AMERICAN HISTORY 2 12
ACS2005 CONSTRUCTION OF NATIONHOOD IN SPAIN AND LATIN AMERICA 12
ASH2001 HISTORY AND MEMORY 12
ASH2002 HISTORIES OF IMMIGRANT AUSTRALIA 12
ASP2001 POLITICAL ECONOMY OF COLONIALISM AND NEOCOLONIALISM 12
ASP2002 HISTORY AND POLITICS OF TERRORISM 12
ASX3500 INTERNATIONAL INTERDISCIPLINARY PROJECT 12

Students enrolled in HBPY Bachelor of Applied Science - Physical Education (Secondary) can add one or more of the following units to their History specialisation:

AHE2112 HISTORY OF SPORT 12
AHS0114 FOOTBALL STUDIES 12
AHS1111 SPORT HISTORY AND CULTURE 12
ASPPSY  PSYCHOLOGY
Locations: St Albans, Footscray Park.

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
APP1012  PSYCHOLOGY 1A  12
APP1013  PSYCHOLOGY 1B  12

Second and/or Third Year
APP2013  PSYCHOLOGY 2A  12
APP2014  PSYCHOLOGY 2B  12

APP3035  RESEARCH METHODS IN PSYCHOLOGY  12
APP3036  HISTORY AND THEORIES IN PSYCHOLOGY  12
APP3037  CLINICAL ASPECTS OF PSYCHOLOGY  12

PSYCHOLOGY ELECTIVES - Students select two
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
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: St Albans, Footscray Park.

Sociologists study a wide variety of topics, including: education, work and unemployment; the family; health, sex, gender and sexuality; ethnicity and racism; equality, opportunity and inequality; and crime, law and social justice. Of course sociology is not the only disciplinary framework through which to explore aspects of contemporary social life as far-ranging as gender relations and low-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 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
APP1013  PSYCHOLOGY 1B  12

Second and/or Third Year
APP2014  PSYCHOLOGY 2B  12

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.
## CORE UNITS

**First Year Only**

- **ASS1051** Sociology 1A 12
- **ASS1052** Sociology 1B 12

## OTHER SPECIALISATION UNITS - Students select four

**Second and/or Third Year**

- **ASL2001** Technology and Law 12
- **ASL3002** Law and Governance 12
- **ASS1005** Social and Cultural Change in South Pacific Islands 12
- **ASS2009** Making Modern Identities 12
- **ASS2013** Sociology of the Body 12
- **ASS2025** Transnational Social Movements 12
- **ASS2027** Timor Leste: History, Politics and Society 12
- **ASS2028** Contemporary Africa and Social Change 12
- **ASS2040** Sociology 2C: Sociology of Power and the State 1: Concepts, Critiques and Practices 12
- **ASS2050** Sociology 2D: Sociology of Power and the State 2: The Contemporary State and Social Identity in the 21st Century 12
- **ASS3007** Space, Knowledge and Power 12
- **ASS3009** Sociology of Law 12
- **ASS3031** Sociology 3C: Governing Civic Life: Citizen, Nation, Self 12
- **ASS3032** Sociology 3D: Formations of Power: Governing Cultural Identity in a ‘Postcolonial’ World 12
- **ASS3036** Sociology 2/3E: The Eco-Social: Place, Policy and Politics 12
- **ASS3037** Inquiring into the Social 12
- **ASS3038** Excursions into the Future 12
- **ASX3500** International Interdisciplinary Project 12

## ASPSRM SOCIAL RESEARCH METHODS

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

The Social Research Methods specialisation embraces qualitative and quantitative research methods, using experimental and non-experimental design, within the social and behavioural sciences. It is designed to provide a broad and thorough grounding in research methods of particular value to students aiming to continue into postgraduate research in social and behavioural sciences. Moreover, the Social Research Methods specialisation gives solid practical training in skills directly applicable in a wide variety of employment settings, eg. human resources, market research, program evaluation in training activities and community services. Because of its strength in non-experimental research designs, qualitative and quantitative, the specialisation provides valuable support to research projects in such diverse disciplines as sociology, health science, environmental management and organisational studies.

**SPECIALISATION REQUIREMENTS** Students must undertake a total of SIX units to complete this specialisation.

## CORE UNITS

**First Year**

- **APP1016** Foundations of Psychological Research 12
- **APS1030** Qualitative Social Research Methods 1 12
- **APS2040** Quantitative Social Research Methods 1 12
- **APS3020** Qualitative Social Research Methods 2 12
- **APS3021** Quantitative Social Research Methods 2 12
- **APS3040** Independent Research Project 12
UNITS

Below are unit details for courses offered by the School of Social Sciences and Psychology in 2011.

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

AAA2005 COLONIALISM, NATIONALISM AND REVOLUTION IN SOUTHEAST ASIA

Locations: Footscray Park.

Prerequisites:

Description: This unit will examine how Southeast Asian societies accommodated, resisted and utilised European and North American political and economic intervention. The first weeks of the unit will be devoted to a study of pre-colonial Southeast Asia and the first two centuries of European contact. Particular emphasis will be given to the social and economic transformation experienced by Southeast Asian countries during the last decades of colonial rule together with the emergence of nationalist movements throughout the region. The latter part of the unit will be devoted to an examination of the revolutionary experience leading to the creation of the new nation states of Southeast Asia. The unit will focus on Indonesia, but will draw comparisons with other Southeast Asian countries.

Credit Points: 12

Learning Outcomes:

1. Understand the major theoretical questions surrounding gender and sexuality in Asia;
2. Question racial, gender and sexual stereotyping; Interrogate the social and historical origins of behavior and attitudes;
3. 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: 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:

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 (eg. femaleness, maleness, androgyny); heterosexuality and homosexuality; prostitution; sex tourism; pederasty; and possibilities for gender equality and empowerment in specific cultural milieux.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Understand the tenets of the main theories, approaches and debates in cross-cultural communication and international management;
2. 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;
3. Explain the investment procedures, socio-political and economic conditions, and management and labour relations in selected countries in East and Southeast Asia;
4. 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);
5. 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 an important individuals from the Amdo region who have had a significant impact in Tibet and beyond. These include Lama Tsongkhapa (religious reformer), Shabkarpa (yogi and mystic), Gedun Chopel (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 three-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 VIETNAM: WAR, CULTURE AND MEMORY

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study examines a range 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 Asia and on Asian-related topics. The ontological and epistemological foundations to various approaches to research (eg. positivism, critical rationalism, interpretivism, critical theory, realism, structuration theory and feminism) will be critically reviewed. Students would be broadly familiar with the issues of logic and methodology and quantitative and qualitative research methods. They should also be able to select a research topics(s), design research proposal(s) and adapt optimum research methods.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will 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 and designed ethical research proposals; 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 (3000 words) and research proposal (2000 words) 100%.

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: Comment on various regional problems from sociological and cultural studies perspectives; Develop a guide to their own regional and theoretical interests; Appraise a range of methods for understanding cultures and societies; Write on problems of social change.

Class Contact: The equivalent of two hours per week for one semester comprising one one-hour lecture and one one-hour seminar.

Required Reading: Asia: Cultural Politics in the Global Age Birch, D, T Schirato and S Srivastava 2001 Crows Nest, NSW: Allen and Unwin

Assessment: Assignment, Critical Review 1000 words, 20%. Essay, 1500 word essay, set topics, 30%. Essay, 2000 word essay, student developed topics, 50%. Effective total word limit 4500 words.

AAA5017 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.
AAA6002 THESIS (FULL-TIME)

Locations: Footscray Park.

Prerequisites: AAA5002 Research Methods or ACG5200 Approaches to Research

Description: This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis (12,000 - 15,000 words). The topic will be negotiated between the student and supervisor and will be a research area within the field of international community development. The research will usually be text-based and will not include fieldwork unless the student can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate familiarity and confidence in conducting research and communicating research outcomes at a level acceptable to academic peer review; Integrate and apply the skills and knowledge gained in the course while conducting an independent research project; Carry out, under supervision, a previously drafted research project; Demonstrate familiarity with the principal scholarly literature/s relating to the thesis topic; Demonstrate a capacity to synthesise a range of conceptual and empirical materials and draw appropriate conclusions; Demonstrate enhanced capacity to articulate and organise ideas in a sustained written composition in order to produce a minor thesis of publishable standard.

Class Contact: Regular contact with supervisor.

Required Reading: Investigating the social world: the process and practice of research, Schutt, RK 2008, 6th edn, Sage Publications

Assessment: Thesis, Minor thesis (12,000 - 15,000 words), 100%.

AAA6003 THESIS (PART-TIME)

Locations: Footscray Park.

Prerequisites: AAA5002 Research Methods or ACG5200 Approaches to Research

Description: This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis (12,000 - 15,000 words). The topic will be negotiated between the student and supervisor and will be a research area within the field of international community development. The research will usually be text-based and will not include fieldwork unless the student can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate familiarity and confidence in conducting research and communicating research outcomes at a level acceptable to academic peer review; Integrate and apply the skills and knowledge gained in the course while conducting an independent research project; Carry out, under supervision, a previously drafted research project; Demonstrate familiarity with the principal scholarly literature/s relating to the thesis topic; Demonstrate a capacity to synthesise a range of conceptual and empirical materials and draw appropriate conclusions; Demonstrate enhanced capacity to articulate and organise ideas in a sustained written composition in order to produce a minor thesis of publishable standard.

Class Contact: Regular contact with supervisor.

Required Reading: Investigating the social world: the process and practice of research, Schutt, RK 2008, 6th edn, Sage Publications

Assessment: Thesis, Minor thesis (12,000 - 15,000 words), 100%.
AHA6004 MINOR THESIS (FULL-TIME)
Locations: Footscray Park.
Prerequisites: AHA5002 - RESEARCH METHODS
AHA5011 - INTERPRETING 'ASIA' AND THE 'PACIFIC'
Description: This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis (10,000 words). The topic will be negotiated between the student and supervisor and will be a research area within the field of Asian and/or Pacific Studies, usually within the ambit of a social science or humanities discipline. The research will usually be text-based and will not include fieldwork unless the student can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.
Credit Points: 36
Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate familiarity and confidence in conducting research and communicating research outcomes at a level acceptable to processes of academic peer review.
Class Contact: Regular contact with supervisor.
Required Reading: To be advised by supervisor.
Assessment: Thesis (10,000 words) 100%.

AHA6005 MINOR THESIS (PART-TIME)
Locations: Footscray Park.
Prerequisites: AHA5002 - RESEARCH METHODS
AHA5011 - INTERPRETING 'ASIA' AND THE 'PACIFIC'
Description: This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis (10,000 words). The topic will be negotiated between the student and supervisor and will be a research area within the field of Asian and/or Pacific Studies, usually within the ambit of a social science or humanities discipline. The research will usually be text-based and will not include fieldwork unless the student can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.
Credit Points: 18
Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate familiarity and confidence in conducting research and communicating research outcomes at a level acceptable to processes of academic peer review.
Class Contact: Regular contact with supervisor.
Required Reading: To be advised by supervisor.
Assessment: Thesis (10,000 words) 100%.

AHA2011 EUROPEAN HISTOR Y 1
Locations: Footscray Park.
Prerequisites: AHA1001 - WORLD HISTORY
AHA1008 - AUSTRALIANS AT WAR
Description: This unit of study examines social and political change in Europe from the Great War to the outbreak of World War II. This period witnessed the disintegration of old empires and the emergence of new ideologies. Thus the principal theme is the character and impact between the 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 one-hour tutorial.
Assessment: Essay, Essay, 50%; Examination, Examination, 40%; Other, Class participation, 10%.

AHA2012 EUROPEAN HISTORY 2
Locations: Footscray Park.
Prerequisites: AHA1001 - WORLD HISTORY
AHA1008 - AUSTRALIANS AT WAR
Description: This unit of study develops the theme of ideological conflict (from AHA2011) through an historiographical examination of the origins of World War II, followed by an intensive study of the annihilation of European Jewry. The unit of study then shifts to social and political changes in post-war Europe and in particular the impact of Cold War tensions on Germany, Hungary and Czechoslovakia.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: Understand and analyse some pivotal social and political events in contemporary European history; Evaluate different historical approaches and different historiographical debates on central themes in contemporary European history; Demonstrate skills of historical analysis, including the interpretation of primary and secondary sources; awareness of change over time; historical causation; constructing an argument; and researching and writing a structured analytical essay.
Class Contact: Two hours per week for one semester comprising one one-hour lecture and one one-hour tutorial plus three hours of self-directed learning per semester.
Assessment: Essays, 50%; Examination, 40%; Participation, 10%.

AHA2014 THE MAKING OF THE MODERN MIDDLE EAST
Locations: Footscray Park.
Prerequisites: AHA1001 - WORLD HISTORY
AHA1008 - AUSTRALIANS AT WAR
OR AAP1002 AND AAP1010
Description: Many of the critical issues facing our world focus on, or otherwise involve the ‘Middle East’. In this unit we study historical, cultural and political commonalities, diversity and conflicts in this complex region in order to provide a basis for developing a critical understanding of contemporary events, issues and contending arguments. The unit begins with a brief general historical survey of the politics and peoples of the region, with particular attention given to the evolution of Islamic institutions and culture. Attention is given to the 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%.

AHH3011 AMERICAN HISTORY 1

Locations: Footscray Park.

Prerequisites: AAH1001 - WORLD HISTORY AAH1008 - AUSTRALIANS AT WAR

Description: This unit of study examines the social, cultural and political segmentation of American society from 1918 to 1945. The unit emphasises the tensions between tradition and modernity: thus it examines the fault lines of regional difference, demographic change and conflicting social values. The unit seeks to understand, for example, how and why the forces representing nativism, religious fundamentalism and immigration restriction, were pitted against the forces of urbanisation, mass consumerism and technological change. The unit of study concludes with a study of wartime America from the perspective of gender, ethnicity and race.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand and analyse key social, cultural and political developments in 20th century American history; Understand different historical approaches and different historiographical debates on central themes in 20th century American history; Demonstrate a development of the skills of historical analysis, including the interpretation of primary and secondary sources; awareness of change over time; historical causation; constructing an argument; and researching and writing a structured analytical essay.

Class Contact: 2. 5 hours per week comprising lectures and tutorials

Required Reading: AHH3011 Unit Reader. America in the twentieth century, Patterson, JT 1994, Harcourt Brace, Fort Worth.

Assessment: Essay, Essays, 50%. Examination, Examination, 40%. Other, Participation, 10%.

AHH3012 AMERICAN HISTORY 2

Locations: Footscray Park.

Prerequisites: AAH1001 - WORLD HISTORY AAH1008 - AUSTRALIANS AT WAR

Description: Continuing from AHH3011, this unit of study explores American society from the Cold War to 1969. Themes of political reform and repression, racial conflict, civil rights dissent and social disintegration underpin studies of the presidents 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

Required Reading: AHH3011 Unit Reader. America in the twentieth century, Patterson, JT 1994, Harcourt Brace, Fort Worth.

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: Maddox, G 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 juntas, 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: Demonstrate a working knowledge of the important political philosophies, ideologies and concepts which should inform their understanding of current political events; Conduct research for, and write, academic essays.

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


Assessment: Tutorial paper 15%; Essay plan/bibliographic exercise 15%; Essay 40%; Examination 30%.

AAP2004 SOUTHEAST ASIAN POLITICS

Locations: Footscray Park.

Prerequisites: AAH1001 · WORLD HISTORY
AAH1008 · AUSTRALIANS AT WAR
OR AAP1002 and AAP1010

Description: This unit of study will examine key recent events as well as political change and conflict in the Southeast Asian Region since World War II. The unit aims to analyse and interpret political systems, ideologies and traditions in Southeast Asian countries by focusing on the question of legitimacy and claims to power, authority and sovereignty. By means of individual country and comparative studies, lectures and tutorials will explore the following topics: the role of the military in government; politics and power maintenance; elections and democracy; national integration and regional/ethnic/religious separatism; political cultures; and civil society and the role of the middle class in contemporary Southeast Asian politics. The unit 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 will be able to: Demonstrate 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: AAH1001 · WORLD HISTORY
AAH1008 · AUSTRALIANS AT WAR
OR AAP1002 and AAP1010

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: To be advised.

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 POLITICS
AAP1010 · FOUNDATIONS OF POLITICAL SCIENCE

Description: This unit of study surveys contemporary theoretical developments in international relations. Concepts to be examined will include: the role of sovereign states and supra-state organisations in post-Cold War global politics; anarchy 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 DICTATORSHIP AND DEMOCRACY

Locations: Footscray Park.
Prerequisites: AAP1002 - AUSTRALIAN POLITICS

AAP1010 - FOUNDATIONS OF POLITICAL SCIENCE

Description: This unit of study will include the following topics: Ancient Greek and Chinese philosophers on government and society; democracy and tyranny in the Ancient world; Machiavelli, Hobbes, Locke and Rousseau on social contract; divine right and absolutism in medieval and early modern Europe; the Enlightenment philosophers, democracy and human rights; socialism and liberty; case studies in dictatorship and totalitarianism eg. Inquisition, Mussolini, Hitler, Stalin, Mao, Pol Pot, Peron, Franco, Patain. The unit emphasises the reading of original texts by political philosophers and ‘practitioners’ of governing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the theories and nature of democracy and dictatorship and the various forms of these doctrines; Read and discuss the works of relevant political philosophers; Research and write academic essays for the unit.

Class Contact: One one-hour lecture and one one-hour tutorial per week and three hours per semester of mixed-mode or self-directed learning.


Assessment: Bibliographic exercise/essay plan 20%, Essay (2500 words) 50%, Two-hour examination 30%.

AAP2017 NORTH AMERICAN POLITICS

Locations: Footscray Park.
Prerequisites: AAP1002 - AUSTRALIAN POLITICS

AAP1010 - FOUNDATIONS OF POLITICAL SCIENCE

Description: This unit of study will include the following topics: US Constitution, federalism, Congress, Presidency, Judiciary; separation of powers, US political parties and social movements; key political issues including isolationism, NAFTA, Cold War, Civil Rights movement; rise of the 'nee-cars'; 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 globalisation and its political, cultural and environmental dimensions.

Class Contact: One one-hour lecture and one one-hour tutorial per week plus three hours per semester of mixed-mode or self-directed learning.


Assessment: Tutorial paper (1000 words) 20%; Essay (2500 words) 40%; Exam 40%.

AAP3016 PARLIAMENTARY INTERNSHIP

Locations: Footscray Park.
Prerequisites: AAP1002 - AUSTRALIAN POLITICS

AAP1010 - FOUNDATIONS OF POLITICAL SCIENCE

Description: In this unit of study, students will have active experience working for a Member of Parliament in the settings of Parliament, the Parliamentary Library, Parliamentary Offices and electorate offices. Each student will complete a research project on a topic of interest and concern to the MP.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the Victorian Parliament, parliamentary processes, policy making and legislative processes; Demonstrate advanced analytical, research and report writing skills; Demonstrate high level interpersonal and professional skills through interaction with Members of Parliament, community groups and students from other universities; Demonstrate skills in interviewing, community consultation and organisation in a professional environment; Understand the workings of a Victorian electorate office.

Class Contact: Research supervision of one hour per week. A maximum of two days per week in their Internship Activities: one day in the electorate offices and one day in Parliament.


Assessment: Research report (6000 words); Reflective essay (2000 words).

AAX4001 ASIAN STUDIES HONOURS

Locations: Footscray Park.
Prerequisites: Completion of a specialisation in Asian Studies or permission from the unit coordinator.
Description: This unit of study will examine a range of theoretical and disciplinary approaches to the study of contemporary ‘Asia’ and the ‘Pacific’. The disciplines discussed will include: history; semiotics and literary studies; political economy and comparative politics; customary law; anthropology and sociology. It will analyse how disciplinary approaches, initially developed during the period of European expansion, have evolved since the (re)emergence of independent states. The 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 an problems of social change.

Class Contact: One 2 hour seminar per week.

Required Reading: The following text will be used throughout the semester. It is available as an e-book via the VU Library and purchase is not necessary. Asia: Cultural Politics in the Global Age Birch, D, T Schirato and S Srivastava 2001 Crows Nest, NSW: Allen and Unwin

Assessment: Assignment, Critical Review 1000 words, 30%. Essay, 2000 word essay, student developed topics, 70%. Total effective word limit 3000 words

AAX4003 HISTORY HONOURS 4

Locations: Footscray Park.

Prerequisites: Nil.

Description: All histories are shaped by assumptions about the nature, limits and purpose of historical knowledge. In this unit, students will uncover some of those assumptions and consider their implications for historical research. The unit examines the major trends in historiography, methodology and historical practice in the 20th century. It focuses on research hypotheses and problems; social and cultural constructions of evidence and interpretation; representation and language of argument; and the ideological frameworks that have influenced historical writing.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: Develop an advanced ability to present coherent, documented written arguments; Understand different methods of analysis and problem-solving; Apply advanced skills in the evaluation of information, ideas and arguments, including those of diverse ideological assumptions; Understand causation and univity in historical research.

Class Contact: Three hours per week comprising directed study and seminars per semester.


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: On successful completion of this unit, students will be able to: Demonstrate an understanding of behaviour within organisations and the impact of individual, group and organisational processes on the functioning of organisations; Demonstrate an introductory understanding of the procedures involved in recruitment and selection of employees eg. personnel testing, interviews and assessment centres.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Assignment, Written assignments, 70%. Test, Class test, 30%, EWL 3000 words

APA4004 PSYCHOLOGY OF GROUP PROCESSES

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study is designed to make students aware of group processes and to experience and analyse group interaction to enhance their skills as group facilitators. Topics include: theories of groups, group processes, defences, inter-group relationships and inequalities, pathological group cultures, group dynamics.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Three hours per week for one semester comprising one three-hour seminar.

Required Reading: To be advised by lecturer.

Assessment: Essay, Two 2500-word essays, 100%. Unit to change.

APA4015 COMMUNITY PSYCHOLOGY

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study aims to provide students with an introduction to the ways of thinking and levels of analysis in community psychology. It will focus on the historical and theoretical underpinnings of community psychology. Topics will include: history of community psychology; philosophical underpinnings; levels of analysis; levels of prevention; empowerment; ecological approaches.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Three hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Assignment, Mid-term assignment, 30%. Assignment, Final assignment, 70%.
APA4019 FIELD RESEARCH

Locations: St Albans, Footscray Park.

Prerequisites: APA4005 - FIELD RESEARCH

Description: This unit of study is designed to provide students with experience in planning, conducting and reporting 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 enrolment in this unit and APA4020 Extended Field Research. The time allocation of this unit for a full-time student should reflect one half of the total course time during the semester.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Construct a research problem and question; Review relevant literature; Determine appropriate methods and ethical considerations.

Class Contact: Students meet regularly with an individually assigned research supervisor.

Required Reading: To be advised by the student’s field research project supervisor.

Assessment: Research Thesis, Research thesis of approximately 8,000 to 12,000 words, 100%.

APA4020 EXTENDED FIELD RESEARCH

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study is designed to provide students with experience in planning, conducting and reporting 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 analyze 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 12000 words.

Class Contact: Students meet regularly with an individually assigned research supervisor.

Required Reading: To be advised by the student’s field research project supervisor.

Assessment: Research Thesis, Research thesis of approximately 8,000 to 12,000 words, 100%.

APC5202 CLINICAL PSYCHOLOGY SKILLS 1

Locations: St Albans.

Prerequisites: Admission to Master of Psychology Course

Description: This unit of study will include an introduction to basic clinical assessment techniques, including observations, interviewing, and history-taking. Test administration of general cognitive tests, WISCIV and WAISIV, scoring, interpretation of results and report-writing will be covered. Micro-skills will be introduced.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate an understanding of basic clinical assessment techniques; Demonstrate basic skills in the administration and scoring of intelligence tests; Demonstrate basic skills in interpretation of results of intelligence tests and the presentation of those results in a clear, concise psychological report; Demonstrate an understanding of the basic micro-skills required for clinical work.

Class Contact: One 1.5 hour seminar per week


Assessment: Report, Cognitive assessment of a child & submission of a report of this non-clinical case, Pass/Fail. Other, Submission of DVD recording of a role-play exercise and self-evaluation report, Pass/Fail. The two components of assessment will be ungraded - Satisfactory or Unsatisfactory. Effective word length 3000 words.

APC5203 CLINICAL EXPERIENCE 1

Locations: St Albans.

Prerequisites: Admission to 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 clinic files; Demonstrate an understanding of the application of ethical principles to clinical work; Demonstrate the development of clinical interview and assessment skills at a beginning level;
Demonstrate initial acquisition of an appropriate professional stance in relation to clients.

Class Contact: One 1 hour seminar per week

Required Reading: Psychology Clinic Manual Victoria University

Assessment: Report. Submission of a report of a first session, based on an observation of a VUPC case or a viewing of a DVD. Pass/Fail. Effective word length 3000 words

APCS204 PROFESSIONAL PRACTICE ISSUES

Locations: St Albans.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

Description: This unit 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 included in these seminars.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate knowledge of the law governing the practice of psychology in Australia and the operation of the Psychology Board of Australia; Demonstrate knowledge of the APS Code of Ethics and Current Guidelines; Demonstrate an awareness of the ethical and legal issues most germane to the area of clinical practice, including issues of confidentiality, the protection of minors, the notion of informed consent, responsibility to clients and to employers, and the appropriate use of psychological tests; Demonstrate a knowledge of the effects of cultural differences and the impact of language barriers on clinical work; Demonstrate an awareness of the ethical issues in cross-cultural psychological practice.

Class Contact: One 1.5 hour seminar per week

Required Reading: Code of ethics, Australian Psychological Society 2007, Melbourne, Australia. Ethical guidelines, Australian Psychological Society 2008, 8th edn, Melbourne, Australia. Health Practitioner Regulation National Law,

Assessment: Test. Two in-class tests of ethical knowledge, cultural differences and legal and registration requirements for clinical practice, 100%. Other. Completion of hurdle requirement: Exercises related to ethical dilemmas in clinical practice (pass/fail), 0%. One component of assessment will be graded - 2 in class tests

One component of assessment will be ungraded - Pass or Fail (hurdle requirement)

Effective word length 2500 words

APCS205 GROUP PROCESS

Locations: St Albans.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

Description: Theoretical frameworks for understanding processes in groups will be presented. The main theoretical emphasis are on psychoanalytical and systems-based approaches. Students will be provided with an experience of the issues discussed in the literature by participation in a study group, which has the task of analysing its own processes as they occur.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate knowledge of the field of group dynamics; Demonstrate an awareness of how processes beyond awareness affect group functioning; Demonstrate a developing ability to explore group process; Demonstrate a working knowledge of theories of group development and dynamics.

Class Contact: One 1.5 hour seminar per week


Assessment: Assignment, Weekly journal record of the study group, 30%. Essay, Essay, 70%. The two components of assessment will be graded

Total effective word length 3000 words.

APCS206 CHILD AND ADOLESCENT PSYCHOPATHOLOGY

Locations: St Albans.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

Description: This unit of study is designed to provide students with an understanding of the major disorders that occur during childhood and adolescence. The concept of psychopathology and classification systems such as DSMIV, ICD 10 and alternative diagnostic frameworks such as the Psychodynamic Diagnostic Manual (PDM) are introduced. Developmental pathways that lead to common symptom patterns and the meaning of these patterns are discussed in the context of developmental stages. The limitations of the application of categorical taxonomies in paediatric populations will be covered.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate an understanding of the aetiology 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

APCS207 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.
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

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 etiology of the major psychological disorders occurring in adulthood; Demonstrate an understanding of and an ability to critically evaluate the application of diagnostic classification systems; Demonstrate competence in identifying an appropriate diagnosis and reporting the rationale for the diagnosis for various adult clinical presentations; Demonstrate an understanding of the role of supervision in regard to clinical assessment techniques including the Mental Status Examination (MSE), administration of personality and other specialized tests and assessment of various client groups across the lifespan. A framework for assessment and management of risk in clinical settings will be provided. Clinical assessment and case formulation will be covered and there will be further development of the micro-skills relevant to clinical practice.

Class Contact: Individual supervision, no scheduled classes


Assessment: Examination, Examination, 70%. Exercise, Diagnostic exercises, 30%. The assessment for this unit is graded.

Effective word length 5000 words

APCS208 RESEARCH PROJECT 2

Locations: St Albans.

Prerequisites: APCS201 - RESEARCH PROJECT 1

Description: This unit is the second in series of units designed to provide students with experience in planning, conducting, analysing and reporting a major research project on a topic with clinical relevance. Students will work with a research supervisor to refine their skills in writing a critical review of the relevant literature, to develop a full research proposal and to prepare an ethics application for this project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Write an integrated critical review of previous studies in the area of their chosen research project; Develop a full research proposal, including rationale, methodology and proposed method of data analysis; Demonstrate an ability to prepare research ethics applications.

Class Contact: Individual supervision, no scheduled classes

Required Reading: No Scheduled Classes, only individual supervision. Project supervisors to advise

Assessment: Other, Submission of a full research proposal (due mid-September), Pass/Fail. Presentation, Oral presentation of research proposal, Pass/Fail. Other, Submission of a draft ethics application, Pass/Fail. The assessment for this unit is ungraded.

Effective word length 5000 words

APCS209 CLINICAL PSYCHOLOGY SKILLS 2

Locations: St Albans.

Prerequisites: APCS202 - CLINICAL PSYCHOLOGY SKILLS 1

Description: The focus of this unit of study will be on further development of skills in regard to clinical assessment techniques including the Mental Status Examination (MSE), administration of personality and other specialised tests and assessment of various client groups across the lifespan. A framework for assessment and management of risk in clinical settings will be provided. Clinical assessment and case formulation will be covered and there will be further development of the micro-skills relevant to clinical practice.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate an understanding of basic clinical assessment techniques; Demonstrate an ability to conduct a Mental Status Examination and appropriately report outcome; Demonstrate an ability to conduct a risk assessment and develop a risk management plan; Demonstrate basic skills in the administration and interpretation of personality tests; Demonstrate an increased ability in the use of micro-skills.

Class Contact: One 1.5 hour seminar per week


Assessment: Assignment, Written report on a Mental Status, 35%. Report, Examination conducted by the student. Written report of a Personality, 35%. Other, 10 minute DVD recording of a role-play exercise, 30%. The three components of assessment will be graded. Effective word length 3000 words. A credit or above an Assessment Item 3 (DVD recording) is required to pass this unit.

APCS210 CLINICAL EXPERIENCE 2

Locations: St Albans.

Prerequisites: APCS203 - CLINICAL EXPERIENCE 1

APCS202 - CLINICAL PSYCHOLOGY SKILLS 1

APCS204 - PROFESSIONAL PRACTICE ISSUES

APCS206 - CHILD AND ADOLESCENT PSYCHOPATHOLOGY

APCS207 - ADULT PSYCHOPATHOLOGY

Description: This unit of study provides students with opportunities to commence/continue practical consolidation of clinical skills through supervised work with clients referred to the Victoria University Psychology Clinic (VUPC) building to an average of 2.5 hours per week of face to face client contact. Case presentations and individual supervision will facilitate further development of problem-solving and communication skills around clinical assessment.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate 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: Psychology Clinic Manual Victoria University

Assessment: Report, Submission of one signed written report of an assessment of a client conducted in VUPC to be submitted to the Course co-ordinator, Pass/Fail. Presentation, At least one case presentation in class, Pass/Fail. Other, 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.

Effective word length 3000 words

APCS211 INTERVENTIONS 1

Locations: St Albans.

Prerequisites: APCS202 - CLINICAL PSYCHOLOGY SKILLS 1

Description: The focus of this unit of study will be on further development of skills in regard to clinical assessment techniques including the Mental Status Examination (MSE), administration of personality and other specialized tests and assessment of various client groups across the lifespan. A framework for assessment and management of risk in clinical settings will be provided. Clinical assessment and case formulation will be covered and there will be further development of the micro-skills relevant to clinical practice.

Effective word length 5000 words
APC5206 - CHILD AND ADOLESCENT PSYCHOPATHOLOGY

Description: This unit focuses on Cognitive and Behavioural approaches to therapy, including Behavioural Therapy (BT), Cognitive Therapy (CT) and Cognitive Behavioural Therapy (CBT). Students will be introduced to the main theories, concepts and techniques of CBT, and gain understanding of the stages and process of BT, CT and CBT treatments.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate understanding of key BT, CT and CBT theories and interventions; Demonstrate understanding of the evidence-base of cognitive and behavioural therapies, and how this relates to treatment planning; Demonstrate the ability to conceptualise, plan and implement a basic course of treatment based on a CBT formulation.

Class Contact: One 1.5 hour seminar per week

Required Reading: Nil

Assessment: Case Study, Case formulation and therapy plan using a cognitive-behavioural approach, based on a set case study, 60%. Examination, Short-answer examination of understanding of cognitive and behavioural therapy concepts and interventions, 40%. *A grade of Credit or above on Assessment Item 1 is required to pass the unit.

The two components of assessment are graded.

Effective word length 3,000 words

APC5212 OBSERVATIONAL METHODS

Locations: St Albans.

Prerequisites: APC5202 - CLINICAL PSYCHOLOGY SKILLS 1

APC5203 - CLINICAL EXPERIENCE 1

APC5204 - PROFESSIONAL PRACTICE ISSUES

Description: This unit of study will introduce the principles involved with observation (confidentiality, minimal intrusion, observer effects recording observations). Naturalistic observation will be applied to the developmental period of infancy and to provide a context there will be a review of the early developmental stages, parent-infant relationships and the family and social contexts for the new family constellation. The unit will include discussion of major theoretical frameworks for understanding individual and family development in the context of a new baby coming into the family. As well as participation in seminars students will undertake a practical intensive experience of observation of infant and infant-parent interactions. The importance of observation as a research methodology and as a core skill in clinical practice will be emphasised.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate an understanding of the principles of observation; Demonstrate an understanding of observation as a critical skill in clinical work; Demonstrate knowledge of theoretical frameworks for understanding infants and parent-infant relationships; Demonstrate an ability to record and report on the observation of an infant in the context of a new family constellation.

Class Contact: One 1.5 hour seminar per week

Required Reading: As advised by lecturer

Assessment: Journal, Submission of a logbook of weekly observations, Pass/Fail. Report, Submission of a report of the observation, Pass/Fail. The two components of assessment will be ungraded.

Effective word length 3000 words

APC5213 RESEARCH METHODS

Locations: St Albans.

Prerequisites:

Description: A range of models and methods of research design and analysis will be presented in class. Methods of sampling and data collection within experimental, quasi-experimental and observational designs will be examined. The principles of qualitative research will be introduced. The basic concepts and theories underlying statistical techniques used in the health sciences will be covered. Students will gain experience in a range of statistical techniques and will be required to identify appropriate statistical methods to be applied in their own empirical work.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate an understanding of the factors to be considered in designing psychological research studies; Demonstrate knowledge of basic statistical concepts and techniques (univariate and multivariate); Demonstrate an ability to perform basic and advanced statistical techniques and correctly interpret results; Demonstrate an ability to write a clear and detailed report summarising a specific statistical technique and to provide an oral presentation on that statistical technique.

Class Contact: To be advised.


Assessment: Test, Two in-class statistical methods tests, 80%. Presentation, One oral presentation to class, 20%. The two assessment components for this unit are graded.

Effective word length 3000 words

APC5214 PLACEMENT 1

Locations: St Albans.

Prerequisites: APC5201 - RESEARCH PROJECT 1

APC5202 - CLINICAL PSYCHOLOGY SKILLS 1

APC5203 - CLINICAL EXPERIENCE 1

APC5204 - PROFESSIONAL PRACTICE ISSUES

APC5205 - GROUP PROCESS

APC5206 - CHILD AND ADOLESCENT PSYCHOPATHOLOGY

APC5207 - ADULT PSYCHOPATHOLOGY

Satisfactory completion of all Semester 1 units

Description: During this semester depending on availability there will be the opportunity for individual students to commence their first external placement. This placement of two days per week for 20 weeks is in a mental health or community agency. Students work under supervision to further develop their assessment and clinical decision making skills in the clinical environment. Demonstration of adequate clinical competence in working with clients in the VU PVC 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 Co-coordinator in consultation with the Course Co-coordinator.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate an understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting; Demonstrate an understanding of student responsibilities in relation to log-books, progress notes and clinical files in an external agency; Demonstrate development of familiarity with the organisational context and professional network in which the agency is embedded;
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Demonstrate an understanding of the application of ethical principles to clinical work in the particular placement agency; Demonstrate a developing ability to carry out clinical activities within the particular placement setting in a professional manner, with due appreciation of the legal as well as the ethical issues involved.

Class Contact: No scheduled classes

Required Reading: Clinical Psychology Placement Manual Victoria University

Assessment: Practicum, Completion of arranged 40 day placement in a mental health or community setting as specified in Placement Manual, Pass/Fail. Journal, Submission of a Placement Experience - Reflective Piece to the Placement Co-ordinator 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 Co-ordinator 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.

APC6102 RESEARCH PROJECT 4A

Locations: St Albans.

Prerequisites: APC6101 - RESEARCH PROJECT 3A

Description: Individual supervision will provide guidance on conducting and writing up clinical research.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate an ability to write up a report of their research project in the required format.

Class Contact: Individual supervision of one hour per fortnight for one semester and one one-hour workshop per fortnight.

Required Reading: As advised.

Assessment: Other, One of the below mentioned options, Pass/Fail. The student will be required to submit their research in either traditional thesis form (15000 words) or as a literature review and a report in journal article format (approximately 15000 words in total).

APC6201 RESEARCH PROJECT 3A

Locations: St Albans.

Prerequisites: APC5208 - RESEARCH PROJECT 2

APC5213 - RESEARCH METHODS

Description: This is the third of four research project units for the Master of Psychology. Individual supervision will provide guidance on conducting clinical research and studying the literature in the student’s area of research.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Conduct data collection in an ethical manner; Analyse data using relevant quantitative techniques; Demonstrate appropriate progress on their research project e. g. completion of data collection and data analysis.

Class Contact: No scheduled classes, fortnightly individual supervision

Required Reading: No required text

Assessment: Other, Submission of research progress report indicating satisfactory progress, Pass/Fail. The assessment for this unit is ungraded. Effective word length 5000 words.

APC6204 CLINICAL EXPERIENCE 3

Locations: St Albans.

Prerequisites: APC5210 - CLINICAL EXPERIENCE 2

APC5209 - CLINICAL PSYCHOLOGY SKILLS 2
APC5211 - INTERVENTIONS 1

Description: Students will continue supervised work with clients referred to the VUPC. Case presentations/discussions and when possible, observations of clinical assessments will provide further opportunity for extending clinical experience.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances; Demonstrate 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 1.5 hour seminar per week and fortnightly/weekly individual clinical supervision as required

Required Reading: Psychology Clinic Manual Victoria University

Assessment: Report, Submission of one signed written report of an assessment of a client conducted in the VUPC to be submitted to the Course 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:

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/outpatient 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 core psychodynamic concepts 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: APC5209 - CLINICAL PSYCHOLOGY SKILLS 2 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: APC5209 - CLINICAL PSYCHOLOGY SKILLS 2 APC5211 - INTERVENTIONS 1

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-focussed 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.
APC6208 PLACEMENT 2

Locations: St Albans.

Prerequisites: APC5214 - 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 Co-ordinator in consultation with the Course Co-coordinator.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate an increasing understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting; Demonstrate an understanding of student responsibilities in relation to log-books, progress notes and clinic files in an external agency; Demonstrate development of familiarity with the organisational context and professional network in which the agency is embedded; Demonstrate an understanding of the application of ethical principles to clinical work in the particular placement agency; Demonstrate an increased ability to carry out clinical activities within the particular placement setting in a professional manner, with due appreciation of the legal as well as the ethical issues involved.

Class Contact: No scheduled classes

Required Reading: Clinical Psychology Placement manual Victoria University

Assessment: Review, Evaluation - Completion of a satisfactory mid-placement review with the placement supervisor and the placement coordinator, Pass/Fail. Effective word length 3000 words

APC6209 RESEARCH PROJECT 4A

Locations: St Albans.

Prerequisites: APC6201 - 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, Submission of research progress report indicating satisfactory progress, Pass/Fail. Assessment for this unit is ungraded. Effective word length 5,000 words

APC6210 RESEARCH PROJECT 4B

Locations: St Albans.

Prerequisites: APC6202 - 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: APC6202 - RESEARCH PROJECT 3B

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 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 neuroanatomy 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 of 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

APC6203 - CLINICAL PSYCHOLOGY SKILLS 3

APC6206 - INTERVENTIONS 2

APC6207 - INTERVENTIONS 3

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 further development skills in psychological assessment, integration of data, clinical formulation and decision-making; Demonstrate further development of skills in writing psychological reports.
at an increasingly professional level; Demonstrate further development of skills in applying appropriate psychological interventions; Demonstrate an increasing capacity to use supervision effectively; Demonstrate further development of skills in ability to make oral case presentations and appropriately participate in clinical discussions.

Class Contact: One 1 hour seminar per week and fortnightly/weekly individual clinical supervision as required

Required Reading: Psychology Clinic Manual Victoria University

Assessment: Report, Submission of one signed written report of an intervention conducted with a client in the VUPC to be submitted to the Course Coordinator, Pass/Fail. Presentation, One case presentation in class, Pass/Fail. Other, Supervision - Satisfactory attendance and presentation of clinical material in supervision, Pass/Fail. Other, Evaluation - Report/s from clinic supervisor/s indicating satisfactory progress, Pass/Fail. All components of assessment are ungraded.

Total effective word length 3,000 words.

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: APC6203 - CLINICAL PSYCHOLOGY SKILLS 3
APC6206 - INTERVENTIONS 2
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 and others in each system.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate an increased understanding of therapeutic processes and care 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.

APC6215 PLACEMENT 3

Locations: St Albans.

Prerequisites: APC6208 - 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.

Class Contact: No scheduled classes

Required Reading: Clinical Psychology Placement Manual Victoria University

Assessment: Practicum, Completion of 60 day placement in mental health or community setting as specified in the Placement Manual, Pass/Fail. Journal, Submission of a Placement Experience - Reflective Piece, Pass/Fail. Other, Submission of signed copy of the logbook to the Placement 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 skills, Pass/Fail. The four components of assessment are ungraded. Student must pass all four components to pass the unit. Effective word length 5000 words
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APC7101 RESEARCH PROJECT 5
Locations: St Albans.
Prerequisites: APC6104 - RESEARCH PROJECT 4B
Description: Students will receive individual supervision for this stage of their research project.
Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate appropriate progress of their research project e.g. completion of statistical analysis of data, commencement of writing up of thesis in required format.
Class Contact: Fortnightly individual supervision.
Required Reading: As advised by supervisor.
Assessment: Report, Submission of research progress report, Pass/Fail.

APC7102 RESEARCH PROJECT 6
Locations: St Albans.
Prerequisites: APC7101 - RESEARCH PROJECT 5
Description: The content in this unit of study is that which is appropriate to the topic of each individual student’s thesis.
Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate an ability to write up a report of their research project in the required thesis format.
Class Contact: Fortnightly individual supervision.
Required Reading: To be advised.
Assessment: Thesis, Submission of a thesis of 40,000 words. Pass/Fail. The thesis will be examined by two suitably qualified external examiners.

APC7201 RESEARCH PROJECT 5
Locations: St Albans.
Prerequisites: APC6210 - RESEARCH PROJECT 4B
Description: Individual supervision will provide guidance on conducting the clinical research and will address any practical problems that arise
Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate an ability to interpret and report results of data analysis; Demonstrate an ability to effectively monitor research publications in their research area; Demonstrate appropriate progress on their research project e.g. completion of analysis of their data; Commencement of writing up of thesis in required format.
Class Contact: One 1 hour individual supervision per fortnight
Required Reading: As advised by supervisor
Assessment: Thesis, Submission of research progress report indicating satisfactory progress, Pass/Fail. The assessment for this unit is ungraded. Effective word length 10,000 words

APC7202 CLINICAL EXPERIENCE 5
Locations: St Albans.
Prerequisites: APC6212 - CLINICAL EXPERIENCE 4

APC6211 - NEUROPSYCHOLOGY DISORDERS AND PSYCHOPHARMACOLOGY

APC6214 - INTERVENTIONS 4
Description: Students will continue supervised work with clients referred to the VUPC. Case presentations/discussions and when possible, observations of clinical assessments will provide further opportunity for extending clinical experience.
Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances; Demonstrate advanced skills in psychological assessment, integration of data, clinical formulation and decision-making; Demonstrate further development of skills in writing psychological reports at an increasingly professional level; Demonstrate further development of skills in applying appropriate psychological interventions; Demonstrate an increasing capacity to use supervision effectively; Demonstrate advanced skills in making oral case presentations and participation in clinical discussions.
Class Contact: One 1 hour seminar per week and fortnightly/weekly individual clinical supervision as required
Required Reading: Psychology Clinic Manual Victoria University
Assessment: Report, Submission of one signed written report of an assessment of a client conducted in the VUPC to be submitted to the Course Coordinator, Pass/Fail. Presentation, At least two case presentations in class, Pass/Fail. Other, Supervision - Satisfactory attendance and presentation of clinical material in supervision, Pass/Fail. Other, Evaluation- Report/s from clinic supervisor/s indicating satisfactory progress, Pass/Fail. All components of assessment are ungraded.
Total effective word length 3,000 words.

APC7203 ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 1
Locations: St Albans.
Prerequisites: APC6212 - CLINICAL EXPERIENCE 4
APC6214 - INTERVENTIONS 4
Description: This unit of study is designed to provide students with an opportunity to explore critically at an advanced level, research and theoretical issues relating to practice in clinical psychology. The specific focus is on further understanding of modes of therapy, comparative theoretical approaches and critical appraisal of available methodologies for empirical investigation. There is also an emphasis on particular aspects of clinical practice including the processes of change and resistance as they emerge in the course of therapy. Students will also work together to plan and develop a group intervention.
Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate an ability to undertake critical appraisal of evidence-based intervention in clinical psychology practice; Demonstrate advanced knowledge of theoretical concepts associated with therapeutic models; Demonstrate further understanding of and familiarity with various modes of therapy; Develop skills to work co-operatively in the planning and development of interventions.
Class Contact: To be advised.
Assessment: Other, A critical review of a journal article reporting an empirical investigation of a clinical intervention, Pass/Fail. The assessment for this unit is ungraded.

Total effective word length 2,500 words.

**APC7204  PLACEMENT 4**

**Locations:** St Albans.

**Prerequisites:** APC6215 - PLACEMENT 3

**Description:** Students will undertake an advanced supervised intern experience in an external clinical setting. They will be expected to be involved in a range of clinical psychology activities, including assessment and intervention in general and specialised areas. The internship spans this unit and APC7208 Placement 5 to make a total of 80 days. Commencement of this internship will depend on the availability of a suitable placement to meet the training requirements of the individual student.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Demonstrate understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting; Demonstrate an ability to fulfill student responsibilities in relation to log-books, progress notes and clinical files in an external agency; Demonstrate knowledge of the organisational context and professional network in which the agency is embedded; Demonstrate an ability to communicate professionally with other clinical psychologists, other health professionals and staff members of the particular placement agency; Demonstrate 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:** Clinical Psychology Placement Manual Victoria University

**Assessment:** Other, Evaluation - Completion of a satisfactory mid-placement review with the placement supervisor and the placement co-ordinator, Pass/Fail. Effective word length 5,000 words

**APC7205  RESEARCH PROJECT 6**

**Locations:** St Albans.

**Prerequisites:** APC7201 - RESEARCH PROJECT 5

**Description:** Individual supervision will provide guidance on completing the write up of the clinical research.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Demonstrate an ability to report and discuss the findings from their research project; Demonstrate an ability to recognise any limitations in design and methodology in their research and acknowledge these in their discussion; Demonstrate an ability to write up a report of their research project in the required thesis format.

**Class Contact:** To be advised.

**Required Reading:** As advised by supervisor

**Assessment:** Thesis, Submission of a thesis in the required format for examination by two external examiners, Pass/Fail. The assessment for this unit is ungraded.

Effective word length 40,000 words

**APC7206  CLINICAL EXPERIENCE 6**

**Locations:** St Albans.

**Prerequisites:** APC7202 - CLINICAL EXPERIENCE 5

**APC7203 - ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 1**

**Description:** Students will continue supervised work with clients referred to the VUPC. Case presentations/discussions and when possible, observations of clinical assessments will provide further opportunity for extending clinical experience.

**Credit Points:** 6

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances; Demonstrate advanced skills in psychological assessment, integration of data, clinical formulation and decision-making; Demonstrate skills in writing psychological reports at a professional level; Demonstrate advanced skills in supplying appropriate psychological interventions; Demonstrate an increasing capacity to use supervision effectively; Demonstrate advanced skills in making oral case presentations and participation in clinical discussions.

**Class Contact:** One 1 hour seminar per week and fortnightly/weekly individual clinical supervision as required

**Required Reading:** Victoria University Psychology Clinic Manual

**Assessment:** Report, Submission of one signed written report of an intervention conducted with a client in the VUPC to be submitted to the Course Coordinator, Pass/Fail. Presentation, At least two case presentations in class, Pass/Fail. Other, Supervision - Satisfactory attendance and presentation of clinical material in supervision, Pass/Fail. Other, Evaluation - Report/s from clinic supervisor/s indicating satisfactory progress, Pass/Fail. All components of assessment are ungraded.

Total effective word length 3,000 words.

**APC7207  ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 2**

**Locations:** St Albans.

**Prerequisites:** APC7203 - ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 1

**Description:** This unit of study will provide students with further opportunities to extend their understanding of research, theoretical and practice issues relating to clinical psychology. In-depth discussions of theoretical frameworks and therapeutic processes, including group therapy processes, will allow for enhancement of students' clinical skills. There will be an emphasis on particular aspects of clinical practice including the processes of change and resistance as they emerge in the course of therapy and students will be exposed to new developments in various modes of therapy. Students will be introduced to the principles of clinical supervision as preparation for taking a supervisory role in the workplace.

**Credit Points:** 6

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Demonstrate an ability to apply clinical skills in various modes of therapy; Demonstrate an understanding of the principles of supervision in clinical psychology; Demonstrate increased understanding of therapeutic processes; Demonstrate an ability to plan, develop and run group programs and report on the process and outcomes.

**Class Contact:** One 1.5 hour seminar per week

Assessment: Other, Internal Assessment - Students will be required to conduct and report on a group intervention, Pass/Fail. Effective word length 2500 words

APH4012 RESEARCH THESIS

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This unit of study is designed to provide students with experience in planning, conducting and reporting a research project. The broad aim is to promote the development of the student as an independent researcher. The area of content is expected to reflect the student’s and staff member’s area of interest. Students will design and carry out an independent investigation and report their findings in a thesis or research report of 8,000 to 12,000 words. The thesis is a compulsory component completed over two semesters via enrolment in this unit and APH4015 Extended Research Thesis. The time allocation of this unit for a full-time student should reflect one half of the total course time during the semester.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Construct a research problem and question; Review relevant literature; Determine appropriate methods and ethical considerations.

Class Contact: No scheduled classes.

Required Reading: To be advised by lecturer.

Assessment: Research Thesis, Research thesis of approximately 8,000 to 12,000 words, 100%.

APH4015 EXTENDED RESEARCH THESIS

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study is designed to provide students with experience in planning, conducting and reporting a research project. The broad aim is to promote the development of the student as an independent researcher. The area of content is expected to reflect the student’s and staff member’s area of interest. Students will design and carry out an independent investigation and report their findings in a thesis 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 APH4010 Research Thesis. The time allocation of this unit of study for a full-time student should reflect two-thirds of the total course time during the semester.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: Gather and analyse data using relevant quantitative or qualitative techniques; Report and discuss the findings in the context of the literature review; Critically evaluate the research methodology and findings; Present the research in a formal thesis or research report normally between 8,000 and 12,000 words.

Class Contact: No scheduled classes.

Required Reading: To be advised by lecturer.

Assessment: Research thesis, Research thesis of approximately 8,000 to 12,000 words, 100%.

APH4027 SOCIAL RESEARCH METHODS IN CONTEXT A

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: On completion of this unit of study, students will be able to: understand the potential uses of quantitative methods; recognise appropriate applications of analysis of variance and regression procedures; analyse data (using sophisticated statistical computer packages) by analysis of variance and regression; and utilise the use of these methods in attending to ethical issues and also within the establishment of a research project.
APH4028 SOCIAL RESEARCH METHODS IN CONTEXT B

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: Qualitative methods will be explored, as well as addressing practical aspects of research, and philosophical and theoretical issues in social science, as an integral aspect of the discussion. It will look beyond strategies for data collection (methods) to consider the importance of epistemology, methodology and ethics in conducting qualitative research. This will include exploring the different assumptions that inform qualitative methodologies, the implications for knowledge claims and for report writing.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to: List the values, principles, and assumptions that underpin different forms of research; Explain the connections between epistemology, methodology and methods; Frame research questions suitable for qualitative inquiry and select appropriate data gathering techniques; Critically evaluate a published qualitative research article; Present in writing findings from a small research project.

Class Contact: Two hours per week.


Assessment: Examination, Two computer-based SPSS exams (50% each), 100%. Total EWL 3000 words

APPH4050 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: Understand the theoretical frameworks social research methodologists use to explain human cultural and individual diversity; Understand why these frameworks emerged and their relative strengths and weaknesses; Identify the challenges facing social researchers today; Understand how social research methodologies have grown and changed in interactive encounters with the issues of examination and study; Critically examine various methodologies and understand and communicate how each may interact with the study of important psychological issues (within its various domains eg. cultural, organisational) in society today.

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


Assessment: Qualitative field study (group assignment) 15%; Quantitative research journal 10%; Quantitative lab assignments 25%; Final examination 50%.
**APH4071 PROFESSIONAL ORIENTATION (PSYCHOLOGICAL ASSESSMENT)**

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

**Prerequisites:** Nil.

**Description:** This unit of study is a compulsory component which is designed to develop students understanding of the principles and practice of psychological assessment. Topics will include the assessment interview, formal assessment techniques, principles of report-writing and the significance of the interpersonal and socio-cultural context in which assessment takes place. One structured cognitive assessment technique (eg WAIS or WISC) will be selected for more detailed study.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: On successful completion of this unit, students will be able to: Show an understanding of the purpose of assessment and how it is used in a variety of settings; Demonstrate an understanding of the interview and its role in a range of assessment settings; Demonstrate a foundational knowledge of assessment protocols and formal assessment processes; Administer one structured cognitive assessment (eg WAIS or WISC); Write a report on the administration of a cognitive assessment; Discuss the significance of interpersonal process and socio-cultural context in assessment.

**Class Contact:** Two hours per week.


**Assessment:** Examination, Two computer-based SPSS exams (50% each), 100%. EWL 3000 words

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**APM5001 FOUNDATIONS OF COMMUNITY PSYCHOLOGY**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study will include: history of community psychology; development of community mental health; community psychology in Australia and New Zealand; deinstitutionalisation and community delivery of services; psychology’s role in use of knowledge for social justice. Philosophical underpinnings: ‘medical’ model of service delivery; power relationships; cultural relativism; blaming the victim; community control of services. Levels of analysis: levels of prevention; prevention strategies; skills and competencies; deficit models versus competencies; psychological sense of community.

**Credit Points:** 8

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Define key terms in Community Psychology and show their historical development within the discipline Explain multiple levels of impact and intervention Apply their understanding of the above points in analysing the psycho-political bases of Community Psychology Critically evaluate theories underpinning the ontology and interventions in health and wellbeing

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

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

**Assessment:** Qualitative research proposal 50%; Seminar presentation 25%; Meta-evaluation (2000 words) 25%. (Unit to change).

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**APM5005 CURRENT ISSUES IN SPORT PSYCHOLOGY**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study will include: psychological characteristics and sport behaviour: personality and sports involvement; personality and sports performance. Anxiety and sport behaviour: anxiety, arousal and stress; causes of anxiety; consequences of anxiety; anxiety and performance. Motivation in sport: participation motivation; achievement orientations; intrinsic and extrinsic motivation. Special groups in sport: group dynamics and social influence; cohesion-performance relationships; social influence process; leadership in sport.

**Credit Points:** 8

**Learning Outcomes:** To be advised.

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

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

**Assessment:** Assignment 50%; Examination 50%. (Unit to change).

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**APM5008 APPLIED SPORT AND EXERCISE PSYCHOLOGY**

**Locations:** Footscray Park.

**Prerequisites:** APM5005 - CURRENT ISSUES IN SPORT PSYCHOLOGY

**Description:** This unit of study will include: defining applied sport and exercise psychology: historical background; the relationship between sport psychology research and practice; the scientist-practitioner model. Psychological variables influencing performance: core athlete/exerciser skills and strategies; self-confidence; motivation/goal-setting; stress management; self-talk and thoughts; imagery; concentration and attention; competition/situation planning; core non-performance psychological skills; concerns and strategies for athletes and exercisers; personal self-esteem; interpersonal conflicts; eating disorders; substance abuse; psychological recovery from injuries; career termination/planning; crisis management/intervention. Future directions in applied sport and exercise; psychological research and practice; future service directions; future research directions.

**Credit Points:** 8

**Learning Outcomes:** To be advised.
APM5010 PSYCHOLOGICAL PRACTICE 1: ETHICS AND PROFESSIONAL PRACTICE

Locations: Footscray Park.
Prerequisites:

Description: This unit of study will include: systems and contexts on practice. Government and non-government welfare, education, industrial, sporting, health and mental health systems in Victoria; impact of systems upon public; legal position of psychologists in overall context - registration and restrictions on practice governed by the Psychologist's Registration Act and the Psychological Practices Act. Ethical Standards and Action. APS Code of Professional Conduct; professional responsibility; protection of minors; confidentiality and its limitations; informed consent - adults, adolescents and children; responsibility to employers and client; appropriate use of psychological tests; legal considerations and ethical dilemmas; knowing one's limitations; ongoing supervision; accountability - appropriate action, consultation and note-keeping. Collaborative work. Referral and cross-referral procedures; community outreach and consultation; using interpreters. Workplace expectations of field placement students. Overview of upcoming placements, probable role of students; responsibilities of students. Personal values, cultural contexts in practice. Gender issues; working with cultural minorities: ethnic, Aborigind, gay and lesbian client groups, equal opportunity and affirmative action legislation; integration, community involvement and empowerment of intellectually and physically disabled persons.

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 course content to their own professional and personal experience; Report on the professional contexts of psychological practice within at least one of the health, mental health, legal corporate, and public sector systems; Demonstrate familiarity with the APS Code of Ethics and Ethical Guidelines and the Victorian Psychologists Registration Act; Demonstrate awareness of the operation of factors such as power, ethnicity, class and gender in the context of psychological practice; Demonstrate understanding of the ethical considerations proceeding from APS Code of Ethics and their applications to generalist and specialist practice.

Class Contact: Two hours per week for one semester.
Required Reading: To be advised by lecturer.
Assessment: Journal, Journal, 50%. Presentation, Class presentation, 50%. Total effective word limit 5000 words

APM5013 QUANTITATIVE RESEARCH METHODS

Locations: Footscray Park.
Prerequisites: Nil.

Description: This unit of study includes: statistics review; inferential statistics; parametric and non-parametric statistics; univariate and multivariate statistics; repeated measures and independent groups; regression and multiple regression; LISREL and path analysis. Interpretation and presentation of data. Examination of published research papers; papers selected from relevant disciplines; critical analysis of research argument, hypotheses, methods, analysis, interpretation and conclusions; illustration of journal referee process; the social responsibility of researchers.

Credit Points: 12

Learning Outcomes: To be advised.
Class Contact: Two hours per week for one semester.
Required Reading: To be advised by lecturer.
Assessment: Research proposal 75%; Evaluation of journal article 25%. (Unit to change).

APM5015 COMMUNITY DEVELOPMENT SKILLS

Locations: Footscray Park.
Prerequisites: Nil.

Description: This unit of study will include: history and theory; history of community development in Australia; relationships between community development and community psychology. Roles in community groups; membership issues and problem 'ownership'; the nature of power in community groups. Funding sources and grant writing; means of discovering sources of funds; appropriate strategies for applying; financial management responsibilities; lobbying and information transfer; identification of key lobby strategies; identifying key lobby targets; structure of the argument; use of the media; community development plans. Training community groups; identification of training needs; delivery of information in appropriate means; learning from community members; training as an empowering activity.

Credit Points: 12

Learning Outcomes: To be advised.
Class Contact: Two hours per week for one semester.
Required Reading: To be advised by lecturer.
Assessment: Community development plan 50%; Training workshop plan 50%. (Unit to change).

APM5018 PSYCHOLOGICAL PRACTICE 2: PSYCHOLOGICAL ASSESSMENT

Locations: Footscray Park.
Prerequisites:

Description: This unit of study focuses on approaches to the assessment of client characteristics and the implications of this assessment for the selection of appropriate interventions. The generic features of assessing the status of individuals, groups and larger social systems are emphasised. Models of psychological health and normality used to diagnose the client system are explored as the basis for professional judgement. Tests, measures and other indicators of client characteristics are examined as means to specifying, confirming and/or modifying the initial assessment of the client's needs. The validity, reliability and utility of these different measures are scrutinised. Consent, interpretation and reporting practices are emphasised.

Credit Points: 8

Learning Outcomes: On completion of this unit, students are expected to be able to: Demonstrate knowledge of the various functions, roles and duties performed by psychologists related to assessment; Demonstrate knowledge and understanding of the ethical and professional conduct related to assessment and report writing required by them in their professional career; Demonstrate knowledge of psychological assessment protocols; Demonstrate knowledge of basic skills informal assessment processes including report writing.

Class Contact: Two hours per week for one semester.
Required Reading: To be advised by lecturer.
Assessment: Essay, Essay, 50%. Report, Field report, 50%. Total effective word limit 5000 words
APM5021 PRACTICUM 1

Locations: Footscray Park.

Prerequisites: APM5009 - PSYCHOLOGICAL PRACTICE 1

Description: This unit of study will include: translation of classroom content to the applied setting; legal and ethical issues in the practice of professional psychology; competing roles and priority setting in the professional agency; developing one’s ‘place’ as a professional psychologist; troubleshooting problems in the professional psychology setting.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One hour per week for one semester, plus 40 days minimum on placement, with weekly supervision by an appointed placement supervisor.

Required Reading: To be advised by lecturer.


APM6002 COMMUNITY PSYCHOLOGY INTERVENTIONS

Locations: Footscray Park.

Prerequisites: APM5001 - FOUNDATIONS OF COMMUNITY PSYCHOLOGY

APM6060 - PSYCHOLOGY OF COMMUNITY HEALTH

Description: This unit of study will include: levels of analysis; intra-psychic interpretations; family and small groups; organisational level issues; broad community contexts. Prevention strategies; primary prevention programs; secondary prevention strategies; tertiary prevention strategies; individual level interventions; psychiatric therapy; drugs, etc; clinical and counselling psychology; skills training; small group interventions; family therapy approaches; educational approaches in groups; social support groups and networks; roles of psychologists in support groups. Larger group interventions; group structure and redesign; community development strategies; social policy and program implementation and evaluation. Selection of interventions; multiple levels of intervention; selecting the greatest impact of unintended consequences; iatrogenic effects.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Three intervention plans 100%. (Unit to change).

APM6003 PROFESSIONAL PRACTICE IN APPLIED SPORT PSYCHOLOGY

Locations: Footscray Park.

Prerequisites: APM5005 - CURRENT ISSUES IN SPORT PSYCHOLOGY

APM5008 - APPLIED SPORT AND EXERCISE PSYCHOLOGY

Description: This unit of study includes: professional practice in applied sport psychology; the nature of the profession; defining a profession, criteria for a profession; sport psychology: a profession; certifying sport psychology professionals. Designing psychological skills training programs and interventions; acting as a psychosocial change agent; interventions; conducting psychological skills intervention research and evaluations. Effective consultants and consulting; characteristics of effective versus ineffective sport psychology consultants; presentation skills and formats; role-playing and observational learning experiences. The special case of coach education. Working with teams in sport psychology. Overcoming common sport psychological consulting problems; lack of client adherence; making referrals; dealing with unco-operative clients.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: One hour per week for one semester, plus 40 days minimum on placement, with weekly supervision by an appointed placement supervisor.

Required Reading: To be advised by lecturer/supervisor.

Assessment: Report, Logbook, placement report and supervisor’s report, Pass/Fail. Assessment will be Satisfactory or Non-satisfactory.

APM6009 PSYCHOLOGICAL PRACTICE 3: COUNSELLING THEORIES, SKILLS AND INTERVENTIONS

Locations: Footscray Park.

Prerequisites:

Description: Theories of psychological change and therapy will be studied along with their empirical evaluation based on research, in particular, outcome studies. However, the major focus will be on developing interviewing and counselling skills for working one-to-one. This skill development aspect of the unit will draw on the large body of process research. Students will have the opportunity to learn specific therapeutic techniques and when and where to apply those techniques.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate knowledge and understanding of psychotherapy and counselling outcome research; Demonstrate knowledge and understanding of what is known about effectiveness in practice and effective therapists/counsellors; Draw upon psychotherapy process research to identify important core processes in counselling and psychotherapy; Demonstrate skills in those core processes and specific techniques.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Essay, Essay, 50%. Assignment, Video tape and report, 50%. Total effective word limit 5000 words.

APM6021 PRACTICUM 2

Locations: Footscray Park.

Prerequisites: APM5021 - PRACTICUM 1

Description: This unit of study is designed to provide students with field experience in a specialist setting. Class content will include: ethical and legal issues relating to specialist practice; translation of theories to the specialist applied setting; troubleshooting practical problems arising on placement; and determining the appropriate use of specialist and generalist skills.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One hour per week for one semester, plus 40 days minimum on placement, with weekly supervision by an appointed placement supervisor.

Required Reading: To be advised by lecturer/supervisor.

Assessment: Report, Logbook, placement report and supervisor’s report, Pass/Fail. Assessment will be Satisfactory or Non-satisfactory.
APM6030 THESIS RESEARCH

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study is designed to provide students with experience in planning, conducting, analysing and reporting a major research project in their area of interest. The thesis will be of the same quality as a Master degree by research, but the scope of the research will be smaller.
Credit Points: 12
Learning Outcomes: To be advised.
Class Contact: Monthly one-hour class plus individual supervision.
Required Reading: To be advised by lecturer.
Assessment: Thesis 100%. All theses will be assessed by two independent markers.

APM6035 PSYCHOLOGY OF HEALTH

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study will include: The field of health psychology; historical and conceptual perspectives; models of health care; medical and psychological ethics; politics of health. The relationship between mind and body: dualism versus monism; interaction of psychological and physical aspects in pain and stress. Adaptation to illness/injury: psychosocial aspects of chronic illness; critical evaluation of personality: health literature; social nature illness; pain management. Practitioner-patient communication; dynamics of receiving and providing health care; the role of communication in care; women as patients. The health system; community and institutional care; health maintenance; lifestyles; prevention issues; health education. Substance abuse; addiction, bio-psychosocial perspective; alcohol use; abuse of prescription drugs.
Credit Points: 12
Learning Outcomes: To be advised.
Class Contact: Two hour seminar per week for one semester.
Required Reading: To be advised by lecturer.
Assessment: Presentation 30%; Paper 70%. (Unit to change).

APM6040 PSYCHOLOGICAL PRACTICE 4C

Locations: Footscray Park.
Prerequisites: APM6008 - PSYCHOLOGICAL PRACTICE 3
APM6002 - COMMUNITY PSYCHOLOGY INTERVENTIONS
Description: This unit of study will include: Participant-observer; evaluator; consultant, researcher, change agent; planner-designer; networker, trainer, negotiator, facilitator; intervener. Exploring settings: community service agency, public sector bureaucracies; policy-making bodies, community-based groups and collectives; education and information services, industry, health service, targeted services eg. women’s health. Negotiating a learning contract: specialist skills training, agency visits, interviews with practising community psychologists and consumers; production of a piece of work for specific audiences. Formulation of a professional practice plan.
Credit Points: 8
Learning Outcomes: To be advised.
Class Contact: Two hours per week for one semester.
Required Reading: To be advised by lecturer.
Assessment: Seminar participation and presentation 30%; Tasks negotiated in learning contract 50%; Professional practice plan including self-evaluation and aims for continuing education and professional practice 20%. (Unit to change).

APM6045 PSYCHOLOGICAL PRACTICE 4S

Locations: Footscray Park.
Prerequisites: APM6008 - PSYCHOLOGICAL PRACTICE 3
APM6003 - PROFESSIONAL PRACTICE IN APPLIED SPORT PSYCHOLOGY
Description: This unit of study will include: ethics in applied sport psychology; training and certification standards; boundaries of practice, consulting ethics. Professional practice issues; getting started, initiating a practice; charging for services/billing clients. Issues in applied sport psychology consulting, evaluating psychological skills training programs, developing strategies for gaining entry, enhancing client adherence. Self-evaluation and planning; identifying personal strengths and weaknesses as a consultant; strategies for developing consulting skills; targeting your audience; formulation of personal professional practice plan.
Credit Points: 8
Learning Outcomes: To be advised.
Class Contact: One two-hour seminar per week for one semester.
Required Reading: To be advised by lecturer.
Assessment: Seminar participation and presentation 30%; Essay on professional ethics in sport psychology 30%; Personal professional practice plan, including aims and goals statements, comprehensive professional practice plan, and self-evaluation 40%. (Unit to change).

APM6050 PRACTICUM 3

Locations: Footscray Park.
Prerequisites: APM6021 - PRACTICUM 2
Description: This unit of study will provide students with extended knowledge of specialist psychological practice settings, and the roles and responsibilities taken by professional psychologists in these settings. As well, it is designed to integrate academic learning with professional applications. Work will be carried out on tasks and activities negotiated with the placement supervisor and approved by university staff.
Credit Points: 16
Learning Outcomes: To be advised.
Class Contact: One hour per week for one semester (or equivalent), plus 40 days minimum on placement, with weekly supervision by an appointed placement supervisor.
Required Reading: To be advised by lecturer/supervisor.
Assessment: Report, Log-book, placement report and supervisor’s report. , Pass/Fail. Assessment will be Satisfactory or Non-satisfactory.

APM6060 PSYCHOLOGY OF COMMUNITY HEALTH

Locations: Footscray Park.
Prerequisites: APM5001 - FOUNDATIONS OF COMMUNITY PSYCHOLOGY
Description: This unit of study is designed to apply theories and principles of health and community psychology to fieldwork in community settings. Special emphasis will be given to social health issues impacting on the western region of Melbourne. The focus will be on community-based strategies such as self-help, consumer participation
and illness prevention, and social policy initiatives in health promotion and public administration contexts. Relevant roles and skills for applied psychologists, such as group facilitation and training, networking and advocacy, consultation, submission writing, program implementation and evaluation will be developed by involvement in group and individual projects.

Credit Points: 8
Learning Outcomes: To be advised.
Class Contact: Two hours per week for one semester.
Required Reading: Students will be directed to current journal articles in the relevant areas.
Assessment: Minor project 30%; Major project including proposal, final report and project evaluation 70%.

APM6070 EXTENDED THESIS RESEARCH
Locations: Footscray Park.
Prerequisites: APM6030 - THESIS RESEARCH
APM5003 - QUALITATIVE RESEARCH METHODS
APM5013 - QUANTITATIVE RESEARCH METHODS
Description: This unit of study is a continuation of the same project undertaken in APM6030 Thesis Research. In this particular unit of study however, students are expected to devote proportionately more of their study time to completing their research project than during other semesters. The unit of study is designed to provide students with the experience in planning, conducting, analysing and reporting a major research project in their area of interest. The thesis will be of the same quality as a Master degree by research, but the scope of the research will be smaller.
Credit Points: 12
Learning Outcomes: To be advised.
Class Contact: Monthly one-hour class plus individual supervision.
Required Reading: Students will be directed to current journal articles in the relevant areas.
Assessment: Thesis 100%. All theses will be assessed by two independent markers.

APM6075 PRACTICUM 4
Locations: Footscray Park.
Prerequisites: APM6050 - PRACTICUM 3
Description: Students will undertake a field placement of approximately 500 hours over two semesters. They will be supervised on placement by an external supervisor on a weekly basis (at least). Students will fully participate in the agreed activities within the agency where they are placed and work to meet agreed-upon objectives. The objectives will be determined in consultation with field supervisor and university liaison person. Students will submit all required paperwork determined by the Psychologists’ Registration Board of Victoria, the Australian Psychological Society and the Department of Psychology. They will also submit a minimum of four psychology reports over two semesters. Students must complete all requirements for satisfactory progress.
Credit Points: 16
Learning Outcomes: To be advised.
Class Contact: One two-hour class, once a fortnight for two semesters.
APM6085 PRACTICUM 5

Locations: Footscray Park.

Prerequisites: APM6075 - PRACTICUM 4

Description: Students will undertake approximately 250 hours of field placements in professional settings. The unit is experientially based, with discussion of ethical, practical and organisational issues covered.

Credit Points: 16

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the constraints, pressures and satisfactions which psychologists experience in their everyday work; Perform as an independent professional.

Class Contact: Individual supervision - one hour per day for two days of placement. One two-hour class per fortnight.

Required Reading: Nil.


APM6090 DOCTORAL THESIS (RESEARCH)

Locations: Footscray Park.

Prerequisites: APM6070 - EXTENDED THESIS RESEARCH

Description: At the doctoral level, this unit of study provides students with the experience of completing the writing of a thesis reporting an applied psychology research study. The thesis will normally be 40,000 - 60,000 words in length. It will involve development of theory, data collection and analysis, or a further study beyond the project required for the Master of Applied Psychology. Completion of this unit marks the completion of the research strand of the Doctor of Applied Psychology.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: Plan a major research project; Execute data gathering, analysis and interpretation; Apply independent research skills.

Class Contact: Individual supervision - Three one-hour seminars per semester.

Required Reading: Nil.

Assessment: Thesis (40,000 - 60,000 words) 100%. The thesis will be marked by at least two external examiners.

APP1012 PSYCHOLOGY 1A

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: The aim of this unit of study is to provide students with an introduction to several key discipline areas in the field of psychology, thus establishing a solid basis for future, more in-depth study in subsequent years. This unit covers topics including the research enterprise in psychology; sleep; personality; memory; language and cognition; health and stress; psychological disorders; and the history of psychology. Weekly seminar classes involving activities and discussion of research papers complement the lecture series by focusing on specific topics and special applications of research and knowledge in psychology.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate understanding of current issues in psychology and how theories within the topic areas covered have evolved over time; Demonstrate understanding of the basic principles of methodologies employed in psychological research; Critically evaluate research literature relating to the topic areas covered; Perform an independent literature search using online databases; Produce essays written in formal academic style and conforming to APA formatting conventions.

Class Contact: Three hours per week for one semester comprising two one-hour lectures and one one-hour seminar class.


Assessment: Examination, Semester examination, 50%. Exercise, Bibliographic exercise, 10%. Essay, To be advised, 30%. Journal, Journal relating to seminar, 10%.

APP1013 PSYCHOLOGY 1B

Locations: St Albans, Footscray Park.

Prerequisites: APP1012 - PSYCHOLOGY 1A

Description: The aim of this unit of study is to build upon Psychology 1A by introducing students to further key discipline areas within the field of psychology, as well as topics in applied psychology. This unit covers topics including neuropsychology; perception; motivation and emotion; intelligence and learning; wellness and critical issues; the psychology of addiction; risk-taking behaviour and gambling; and interpersonal relationships. Weekly seminar classes involving activities and discussion of research papers complement the lecture series by focusing on specific topics and special applications of research and knowledge in psychology.

Credit Points: 12

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

Class Contact: Three hours per week for one semester comprising two one-hour lectures and one one-hour seminar class.


Assessment: Examination, Semester examination, 50%. Laboratory Work, Laboratory reports, 30%. Exercise, Work relating to seminars, 20%. There is a hurdle requirement that students attend at least 80% of the seminar classes.

APP1014 INTERPERSONAL SKILLS

Locations: St Albans, Footscray Park.

Prerequisites: Nil

Description: This unit of study will develop students' understanding of the nature and importance of interpersonal skills in their communication with others. Topics include: self awareness and personal interests, social perception, values, attitudes, cultural awareness, introduction to active listening skills and observation skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand interpersonal skills necessary for effective communication; Explore practical approaches to communication; Demonstrate active communication skills; Link written evaluation of communication theories to practice; Demonstrate presentation skills.
**APP1015 ORGANISATIONAL SKILLS 1**

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

**Prerequisites:** APP1014 - INTERPERSONAL SKILLS

**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 will 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:**
- Journal, Reflective journal (approx 300 words), 50%. Essay (1800-2000 words), 50%.

**APP1016 FOUNDATIONS OF PSYCHOLOGICAL RESEARCH**

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

**Prerequisites:** Nil.

**Description:** This unit will use the examination of key historical psychology research studies to help develop academic skills and knowledge (including essay writing and on-line searching); while working on some new skills related to spoken communication in an academic context and understanding basic research design.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Demonstrate satisfactory research and essay writing skills; Source relevant psychology academic articles and other material through online search; Demonstrate good spoken-communication skills for academic purposes; Present (to a group of fellow students) evidence-based and relevant material about a key historical psychological study and its legacy, making use of a PowerPoint presentation; Discuss how psychologists design studies to explore particular questions; Demonstrate knowledge about key studies that have shaped both the discipline and profession and their impact on the discipline; 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:**

**Assessment:** Performance, Group project involving research of an historical psychological study & its impact on the discipline, then give a PowerPoint presentation, 20%. Essay, Essay re: one of the studies in the required text (but not covered in class) (1500 words), 40%. Examination, Assesses knowledge and understanding of the course material, 40%. Total EWL 3000 words
will become familiar with some of the central conceptual frameworks and models developed by social psychologists to account for individual behaviour in social settings. Personality lectures will focus on contemporary personality theory and research and introduce the issue of personality assessment or measurement. The research methods lectures will build on the concepts underpinning research methodologies, statistical tests and processes introduced in APP2013 Psychology 2A. Students will develop an understanding of the logic and process of hypothesis testing and inferential statistics as related to non-parametric measurement and parametric measurement, eg. Analysis of Variance. Students will also be introduced to the principles of design and measurement in psychology and the concepts of reliability and validity as related to research design and data collection instruments.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate understanding of the principles of research design and measurement in psychology; Demonstrate understanding of research design and data collection instruments; Demonstrate knowledge of the use of inferential statistics in psychology; Demonstrate the issue of personality assessment or measurement; Develop an understanding of the logic and process of hypothesis testing and inferential statistics; Develop an understanding of the use of non-parametric measurement and parametric measurement, eg. Analysis of Variance. Students will also be introduced to the principles of design and measurement in psychology and the concepts of reliability and validity as related to research design and data collection instruments.

Class Contact: Three hours per week for one semester, comprising two one-hour lectures and one fortnightly two-hour laboratory class.


Assessment: Report, Laboratory/field study report, 50%. Examination, Examination on research methods, 20%. Examination, Examination on personality and social psychology, 30%. EWL 3000 words. There is a requirement that students attend 80% of laboratory classes.

APP2023 INTERPERSONAL SKILLS 2

Locations: St Albans.

Prerequisites: APP1014 - INTERPERSONAL SKILLS

Description: This unit of study builds on theory and skills taught in APP1014 Interpersonal Skills 1 and further develops students’ active listening skills and interpersonal problem-solving abilities. Throughout the unit students will be expected to use their understanding of developmental psychology and cross-cultural issues for effective relationship building. Topics include: accurate assessment of presenting problems; interviewing skills; advanced active listening skills; interpersonal problem-solving.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Identify and analyse interpersonal skills for effective communication; Reflect on exploration of practical approaches to communication; Demonstrate development of active communication skills; Produce a written evaluation of communication theories linked to practice; Complete a presentation task.

Class Contact: One two-hour seminar per week.


Assessment: Journal, Activity Journal, 20%; Essay, Essay, 50%; Exercise, Reflective Skills Based Class Exercise, 30%. Total effective word length 3,000

APP2024 ORGANISATIONAL SKILLS 2

Locations: St Albans.

Prerequisites: APP1015 - ORGANISATIONAL SKILLS 1
APP1013 - PSYCHOLOGY 1B

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: leadership, conflict dynamics, implementing change, power dynamics, interpersonal morality, the organisational contextualisation of decision-making processes.

Credit Points: 12

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


Assessment: Presentation, Presentation, 20%. Journal, Reflective Journal, 30%. Essay, Essay, 50%. Required word limit overall 3,000 words

APP2101 INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY

Locations: St Albans, Footscray Park.

Prerequisites: APP1012 - PSYCHOLOGY 1A
APP1013 - PSYCHOLOGY 1B

Description: This unit of study consists of two components, a focus on intercultural psychology and a focus on developmental psychology. The aim of the intercultural component is to develop a critical awareness of and appreciation for cultural, social and psychological diversity. Psychological perspectives related to cultural diversity, individual and group identity and indigenous and dominant communities will be introduced. The aim of the developmental component is to enhance students’ understanding of human development across the lifespan. This will include a study of perspectives and research relating to personality, cognitive, social and emotional development in childhood, adulthood and ageing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate greater awareness of psychological perspectives on cultural and social diversity; Relate the activities and concepts of particular schools of psychology to broader historical factors, and consider their relative merits and limitations; Demonstrate knowledge of key features of cognitive, social, emotional and personality development across the lifespan; Discuss and critique major developmental theories and research.

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

Required Reading: Required reading to be advised by lecturer

Assessment: Essay, Essay on a topic in developmental psychology, 30%. Journal, Journal on issues in intercultural psychology, 30%. Examination, End of semester examination, 40%. EWL: 3000 words. There is a requirement that students attend 80% of seminar classes.

APP3015 COUNSELLING THEORY AND PRACTICE

Locations: St Albans, Footscray Park.

Prerequisites: APP2013 - PSYCHOLOGY 2A

Description: This unit of study will include an overview of the principles and practices of counselling from a range of paradigms. Specifically psychodynamic, existential,
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 psychodynamic interventions. Demonstrate an understanding of counselling skills common to most therapeutic interventions as well as counselling skills aligned to particular psychotherapies. Demonstrate an in-depth understanding of two particular theories/ therapies.

Class Contact: One hour lecture and one hour tutorial per week


Assessment: Essay, Essay topic to be advised, 50%. Examination, Multi-choice examination, 50%. Total effective word limit 3000 words

APP3016 GROUP BEHAVIOUR

Locations: St Albans, Footscray Park.

Prerequisites: APP2013 - PSYCHOLOGY 2A

Description: The study group has a dual task: first, to develop students’ understanding of concepts encountered in the literature (the seminar group will discuss set readings each week) through discussion, and by applying these concepts to students’ own experiences; and second, the seminars: to analyse the group’s own processes as they occur, giving students direct experience of issues discussed in the literature. Such topics as: membership of the group, leadership, power and authority, gender relations and roles usually emerge in the group.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.

Required Reading: As advised by lecturer.

Assessment: One essay (2500 words).

APP3018 ORGANISATIONS AND WORK

Locations: St Albans, Footscray Park.

Prerequisites: APP2013 - PSYCHOLOGY 2A

Description: This unit is designed to introduce students to selected aspects of human behaviour in organisations. Emphasis is placed on systems oriented organisational psychology, and on viewing the person as part of a work and social system. In general, the unit examines the relation between organisational members and their organisational context - a bi-directional relation is proposed through the way organisational members are affected by an organisation, and the way an organisation is affected by its members.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate an understanding of major theories in the organisational psychology field. Critically discuss key organisational psychology concepts. Explore opportunities for experiential learning in order to enhance understanding and application of theoretical constructs. Demonstrate improved interview and report writing skills.

Class Contact: Two hours per week for one semester.


Assessment: Assignment, Written assignments, 60%. Examination, Multi-choice examination at the end of semester, 40%. EWL 3000 words

APP3019 PSYCHOBIOLOGY

Locations: St Albans, Footscray Park.

Prerequisites: APP2013 - PSYCHOLOGY 2A

Description: Topics covered in this unit of study include: anatomy of the brain and nervous system; neural transmission; psychobiological research methods; psychobiology of normal and abnormal eating and drinking behaviour; neuro-endocrine systems (hormones); sleep, dreaming and circadian rhythms; drug addiction and reward circuits in the brain; psychobiology of emotions, stress and mental illness; evolution, genetics and genetic counselling.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: One 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, 2000 words, 40%. Examination, 50 item multiple choice examination, 50%.

APP3020 PSYCHOANALYSIS

Locations: St Albans, Footscray Park.

Prerequisites: APP2013 - PSYCHOLOGY 2A

APP2031 - DEVELOPMENT ISSUES IN PSYCHOLOGY

Location: St Albans, Footscray Park.

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

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.

Required Reading: Selected readings from The Pelican Freud library - students to be advised.

Assessment: An original essay (3000 words).

APP3021 PSYCHOLOGY OF ADJUSTMENT

Locations: St Albans, Footscray Park.

Prerequisites: APP2013 - PSYCHOLOGY 2A

APP2031 - DEVELOPMENT ISSUES IN PSYCHOLOGY

Description: This unit of study explores the experience of, and adjustment to, a range of life events and transitions including loss, illness, migration, new parenthood and more uncommon traumatic events. The experience of these events is considered in the light of theoretical perspectives about stress, coping and adaptation, trauma and recovery, attachment and social support.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate an understanding of the range of psychological experiences associated with certain life events and transitions; Demonstrate an understanding of some theoretical perspectives on stress, coping and adaptation, trauma and recovery; Discuss individual, community and cultural difference and the challenges this may pose for psychological theory and practice; Research, write and develop arguments about specific aspects of human experience and psychological theory.

Class Contact: Two hours per week for one semester.

Required Reading: APP3021 Book of Readings.

Assessment: Examination, Multiple choice examination, 50%. Research Paper, Written paper (2000 words), 50%.

APP3023 PSYCHOLOGICAL ISSUES IN THE WORKPLACE

Locations: St Albans, Footscray Park.

Prerequisites: APP2013 - PSYCHOLOGY 2A
APP2014 - PSYCHOLOGY 2B

Description: This unit of study will examine organisational, legal, political, ethical, professional, physical and psychological issues encountered by employees in the workplace. Concerns pertinent to the particular occupations and workplaces of the class participants will be identified, and considered in relation to other occupational groups. Issues such as: role and task definitions, the extrinsic and intrinsic meaning or value of work to the individual, personality characteristics and work, recognition of mental health factors in relation to work, and the suitability of an employee for a specific occupation will be discussed. How psychological measures and techniques may be useful in choosing employees, managing change and conflict, dealing with occupational health and safety issues and maintaining employee satisfaction will also be explored.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Provide an overview of the field of organisational psychology; Explore work experiences; Write a job application; Write a curriculum vitae; Complete a capstone task.

Class Contact: Two hours per week for one semester.


Assessment: Essay, 2500 words, 50%. Exercise, Work application exercise, 25%. Exercise, Workshop exercise, 25%.

APP3025 PSYCHOLOGICAL ASSESSMENT

Locations: St Albans, Footscray Park.

Prerequisites: APP2013 - PSYCHOLOGY 2A

Description: The aim of this unit of study is to introduce students to the many facets of psychological assessment ranging from observation and interview techniques to formal testing procedures using structured and objective techniques. Topics include: test construction and administration; assessment of cognitive abilities; personality assessment; assessment of specific traits; and cross-cultural assessment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the purpose of assessment and how it is used in a variety of settings; Demonstrate the importance of observation and interviewing and how information obtained from these two methods can be used. This will be achieved by students undertaking a case study using these two methods; Demonstrate the differences between structured and unstructured techniques and tests and when it is appropriate to use one or the other and/or a combination.

Class Contact: One one-hour lecture per week and one two-hour fortnightly workshop. Please note that 80% attendance at the workshop is a hurdle requirement.

Required Reading: Contemporary reading to be advised by lecturer.

Assessment: Assignment, Observational case study (1500 words), 50%. Examination, To be advised, 50%.

APP3026 COGNITIVE PSYCHOLOGY

Locations: St Albans, Footscray Park.

Prerequisites: APP2013 - PSYCHOLOGY 2A

Description: This unit will provide a systematic overview of key areas in cognitive psychology and cognitive neuroscience. Topics to be covered in the lectures include attention; memory; visual perception and object recognition; language representation and processing; reading; reasoning and decision making; and social cognition. Fortnightly laboratory classes will involve discussion of research papers and practical demonstrations of key experimental concepts and methodologies employed in cognitive psychology.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate a knowledge of current issues in cognitive psychology; Understand the principles of systematic experimental research in the context of cognitive psychology; Critically evaluate research literature relating to key areas of cognitive psychology; Perform and interpret the kinds of statistical analyses typically used in cognitive psychology; research Design and conduct a research project examining cognitive processes, and report the findings in a laboratory report conforming to APA formatting conventions.

Class Contact: Two hours per week for 12 weeks, comprising one 1-hour lecture per week and one 2-hour laboratory class per fortnight.

Required Reading: To be advised by the lecturers

Assessment: Journal, Journal relating to research papers, 15%. Laboratory Work, Laboratory report (topic to be advised), 30%. Test, In-class short-answer test on lecture topics, 15%. Examination, End of semester examination, 40%. Total effective word limit 3000 words.

APP3028 FIELDWORK

Locations: St Albans, Footscray Park.

Prerequisites: APP2014 - PSYCHOLOGY 2B
APP2023 - INTERPERSONAL SKILLS 2

Description: Fieldwork is a core unit within the Bachelor of Psychology (Interpersonal & Organisational). The unit involves the student undertaking voluntary work or paid employment in a work setting which requires them to use interpersonal or organisational skills. Students also attend a weekly Fieldwork seminar in which they reflect upon their Fieldwork experiences in the light of theory and skills they have already learned. Assignments set within class take this process further by asking students to write papers in which they apply these frameworks to the real-life work issues arising from their Fieldwork experiences.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Engage in applied, experiential learning guided by adult learning principles: Utilise a cycle of practice-reflection-practice to guide their learning, and to link academic with applied experiences; Develop and work towards self-directed, professional development goals; Demonstrate a deeper understanding of the way the theory and skills they have acquired in their degree relate to real-life work issues, roles and settings eg. how to conceptualise and process professional experiences; Practise applying theory and skills they have acquired to/within their real-life work issues, roles and settings.
APP3029 SKILLS IN CONTEXT

**Locations:** St Albans.

**Prerequisites:** APP3028 - FIELDWORK

**Description:** This unit aims to help students consolidate skills and accompanying knowledge acquired during their workplace learning experience of Fieldwork through two activities. Firstly, students will be asked to plan, research and deliver in class, a simple training workshop for the class on a skill/skill set and the knowledge which accompanies it, which was identified during Fieldwork. Adult learning principles can be applied to this process. Secondly, students will be asked to produce a manual to accompany the training workshop. Students will also be asked to look for current positions which might be of interest to graduates of the course, and will be asked to respond in writing to the key selection for one of these, as though applying for the position.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Identify and discuss adult learning principles and workplace learning frameworks for professional development; Further conceptualise how their knowledge, skills and experience fit into selection criteria employers set for relevant graduate jobs; Practise responding to key selection criteria for relevant graduate jobs and make use of career guidance regarding these responses; Demonstrate consolidation of learning made during Fieldwork by planning, researching and delivering a training workshop regarding a specific skill/skill set identified there, to other adult learners in class and by writing a professional training manual to accompany the training workshop for participants.

**Class Contact:** Weekly two-hour seminar.

**Required Reading:**

**Assessment:** Written response to key selection criteria for advertised position 15%; Conduct skills training workshops (approx. 45 minutes duration) 20%; Skills workshop manual 50%; Demonstration of professional development skills 15%.

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APP3035 RESEARCH METHODS IN PSYCHOLOGY

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

**Prerequisites:** APP2014 - PSYCHOLOGY 2B

**Description:** This unit of study will include: paradigms and assumptions of psychological research. Qualitative methods: observational techniques; case studies, interviewing; ethnographic fieldwork; focus groups, qualitative data analysis techniques, validity. Quantitative methods: experimental, quasi-experimental and correlational designs, review of univariate statistical techniques; survey methods and sampling, MANOVA, multiple regression. Psychometric methods: development of measures; reliability and validity assessment; factor analysis. Selection of appropriate methods.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: Understand criteria used to determine the validity and usefulness of various types of qualitative and quantitative research design; Select appropriate statistical procedures for analysis of different types of research data; Understand and apply skill in the use of SPSS for Windows; Demonstrate awareness of basic psychometric methods and their application.

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APP3036 HISTORY AND THEORIES IN PSYCHOLOGY

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

**Prerequisites:** APP2014 - PSYCHOLOGY 2B

**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 will 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; Demonstrate understanding of their preferred approach to psychology.

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

**Required Reading:** Book of Readings available for purchase.

**Assessment:** Review, Two critical reviews: (500-700 words each), 60%. Review, Third critical review (1250-1500 words), 40%. There is an 80% attendance requirement in this unit of study.

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APP3037 CLINICAL ASPECTS OF PSYCHOLOGY

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

**Prerequisites:** APP2014 - PSYCHOLOGY 2B

**Description:** This unit of study will provide an overview of human neuro-psychology: elements of neuroscience, neuro-psychological syndromes, the agnosias, visual spatial neglect, the aphasics, 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 will 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; 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%.

APP4002 QUANTITATIVE GROUP PROJECT

Locations: Footscray Park.
Prerequisites: APP4003 - RESEARCH THEORY AND ORIENTATION

Description: This unit of study aims to provide students with limited supervised experience in planning, conducting, analysing and reporting a socially significant research study. The unit will involve a small group of students actively working through selecting a research problem; defining a research question; deciding upon a research strategy; shaping and refining the problem; conceptual development, review of the literature, data handling, data collection and data analysis; interpreting results and drawing conclusions. The final product will be a research paper structured for submission to a refereed journal.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Three hours per week by arrangement with supervisor.


Assessment: Research Paper, Completed research paper, 80%. Presentation, 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 an objectivity/univitiy in research and differences between quantitative and qualitative research, positivistic approaches and their alternatives including symbolic interactionism, feminism, phenomenology and ethnography).

Credit Points: 12

Learning Outcomes: To be advised.

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


Assessment: Review, Critique of a selected research report in consideration of current theory in research methodology (3000 words), 75%. Presentation, Oral presentation of selected issue related to a current debate in the use of social research methodology, 25%.

APP4004 RESEARCH PROPOSAL AND REPORT WRITING

Locations: Footscray Park.
Prerequisites: Nil.

Description: This unit of study will involve students actively working through and writing a research proposal and report. Included will be oral presentations of the students’ work. The style of writing will be in line with the type of report or proposal being written eg. in consideration of the type of methodology used. The overall aim of this unit is to provide students with advanced writing skills and an understanding of the requirements associated with the writing of research proposals and reports.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: One one-hour lecture and one two-hour laboratory workshop session each week.

Required Reading: To be advised by lecturer.

Assessment: Report, Research proposal (1000 words), 25%. Presentation, Oral presentation of research proposal, 25%. Research Paper, 3000 words, 50%.

APR1000 RESEARCH FULL-TIME

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

Description: This unit of study will involve students preparing a thesis that meets the requirements of the University regarding word length.

Credit Points: 48

Learning Outcomes: To be advised.

Class Contact: Full-time workload.
Required Reading: To be negotiated in consultation with supervisor.

Assessment: Examination by three external examiners appointed for this purpose.

APR1001 RESEARCH PART-TIME

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This unit of study will involve students preparing a thesis that meets the requirements of the University regarding word length.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Part-time workload.

Required Reading: To be negotiated in consultation with supervisor.

Assessment: Examination by three external examiners appointed for this purpose.

APS2030 QUALITATIVE SOCIAL RESEARCH METHODS 1

Locations: St Albans, Footscray Park.

Prerequisites: APP1013 - PSYCHOLOGY 1B

Description: This unit of study aims to develop students' ability to plan, conduct and analyse qualitative research studies. Studies that exemplify qualitative research principles and processes are drawn from disciplines including psychology, sociology, gender studies and education. On completion of this unit of study students will be able to: appreciate the contribution made by qualitative research methods and the ways in which they may be used in social research; understand the various design elements in qualitative studies including methods, sampling, analysis and presentation. The philosophical background to social research and appropriate theoretical frameworks are discussed throughout the semester and students will have the opportunity to undertake a small scale qualitative project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. List the values, principles and assumptions that underpin different forms of research;
2. Identify ethical issues related to human research using qualitative strategies; Design and conduct a small qualitative research project; Present in writing findings from a small research project.

Class Contact: Two hours per week for one semester including on-line and face-to-face.


Assessment: Test, In-class test, 40%. Assignment, Written assignment, 45%. Laboratory Work, As advised, 15%.

APS2040 QUANTITATIVE SOCIAL RESEARCH METHODS 1

Locations: St Albans, Footscray Park.

Prerequisites: APP1013 - PSYCHOLOGY 1B

Description: This unit of study aims to develop students' ability to conduct social research. In particular, the unit aims to provide students with the skills required to undertake research using quantitative research techniques. On completion of this unit of study, students should be able to understand the potential uses of quantitative methods, recognize appropriate applications of analysis of variance and regression procedures, analyse data (using sophisticated statistical computer packages) by analysis of variance and regression and interpret research articles which have used sophisticated research designs and advanced statistical procedures.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Demonstrate increased skills and knowledge in the application of advanced qualitative methods within psychology and associated fields.

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


Assessment: Laboratory Work, Laboratory assignments, 50%. Examination, To be advised, 50%. Unit to change

APS3020 QUALITATIVE SOCIAL RESEARCH METHODS 2

Locations: St Albans, Footscray Park.

Prerequisites: APS2030 - QUALITATIVE SOCIAL RESEARCH METHODS 1

Description: This unit of study is intended to further help students develop an understanding, knowledge, skills and comfort with qualitative research methods, as an important technique for research in psychology. Specifically, the qualitative section of the unit aims to help students familiarise themselves with basic assumptions of the qualitative research paradigm, help students further develop knowledge of major methods of qualitative research and introduce students to methodological and ethical implications of the assumptions of qualitative research.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Demonstrate increased skills and knowledge in the application of advanced qualitative methods within psychology and associated fields.

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


Assessment: Laboratory Work, Laboratory assignments, 50%. Examination, To be advised, 50%. Unit to change

APS3021 QUANTITATIVE SOCIAL RESEARCH METHODS 2

Locations: St Albans, Footscray Park.

Prerequisites: APS2040 - QUANTITATIVE SOCIAL RESEARCH METHODS 1

Description: The aims of this unit of study are to:
1. 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, including multivariate analyses of variance and covariance (MANOVA and MANCOVA), multiple regression, path analysis, principal components analysis, discriminant function analysis; develop students' expertise in statistical computing, in particular advanced techniques in SPSS.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate an increased level of skill and knowledge associated with the use of advanced research techniques in quantitative methods. In particular, outcomes are centred upon the use of these techniques in psychology and associated fields; Demonstrate an increased level of skill in the use of SPSS in concretely attending to tasks dealing with various theoretical and practical problems in psychology and associated fields.

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


Assessment: Laboratory Work, Laboratory assignments, 50%. Examination, To be advised, 50%. Unit to change

APS3040 INDEPENDENT RESEARCH PROJECT

Locations: St Albans, Footscray Park.
Prerequisites: APS3020 - QUALITATIVE 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; complete a qualitative and/or quantitative research study of a reasonably high standard; understand the difficulties associated with undertaking social research and develop skills to manage such difficulties; apply research skills to various social issues in the general community; competently present and defend the research in an open forum of persons.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Four hours per week for one semester. Students work in small groups under the supervision of a staff member.

Required Reading: To be advised by lecturer.

Assessment: Research Paper, Completed research paper, 80%. Presentation, Presentation of completed report, 20%.

APR1311 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 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; Demonstrate communication and interview skills relevant to the healthcare setting.

Class Contact: Five hours per week for one semester comprising three hours of lectures and one two-hour midwifery-focused tutorial (Bachelor of Midwifery).

Required Reading: White, F, Hayes, B & Livesey, D 2005, Developmental psychology: from infancy to adulthood, Pearson, French's Forest, NSW.

Assessment: Assignment, Field Study Assignment, 40%. Essay, To be advised, 30%. Examination, To be advised, 30%. Assignment -- 1500 words, Essay -- 1500 words

APR1311 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%.

APR2330 PSYCHOSOCIAL ASPECTS OF HEALTH AND ILLNESS

Locations: St Albans.
Prerequisites: Nil.

Description: This unit of study explores social and psychological aspects of health and illness with the focus ranging from individual experience to the broader sociopolitical context. Topics include: the history and politics of medicine; roles and relationships in health care; individual and family experiences of illness; body image; loss, grief and adaptation; values and stereotyping; medicalisation of illness; curative versus preventative perspective.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the social and psychological dimensions of the experience of illness; Demonstrate an awareness of, and sensitivity to, the range of values and attitudes
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held by groups within the community interacting with the health care system;
Understand the role of psychosocial processes in shaping health and the health care
system; Demonstrate knowledge of roles and relationships within health care systems;
Apply skills in accessing and analysing information about the psychosocial dimensions
of health and illness; Demonstrate a developing capacity to think about how the
above knowledge, insights and understandings might be applied to practice in various
human services.

Class Contact: One one-hour lecture and one one-hour tutorial per week, and three
hours per semester of mixed-mode or self-directed study.

Required Reading: To be advised by lecturer.

Assessment: Essay, 2000 words, 40%. Examination, To be advised, 30%. Exercise,
Two commentaries (2 X 600 words), 30%.

APTS005 DOMESTIC VIOLENCE AND SEXUAL ASSAULT

Locations: City Flinders.

Prerequisites: Nil.

Description: The aim of this unit of study is to provide a sociopolitical framework
from which to view issues of violence. The problem is seen as a community
responsibility in that victim groups are defined by their relative powerlessness. Thus
action is required at multiple levels, and interventions will be taught as ranging from
individual counselling through group support to community development and social
action. Emphasis will be placed on developing the self-awareness of the counsellor
in response to indicators of violence and sexual assault. A limited introduction to
narrative approaches to counselling is provided.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Journal, To be maintained throughout the course, 40%. Project, Group
project, 60%. Unit to change

APTS010 APPLIED TECHNIQUES OF GRIEF COUNSELLING

Locations: St Albans.

Prerequisites: APTS025 - INDIVIDUAL AWARENESS

APTS035 - 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.

Required Reading: Trauma & Recovery; from Domestic Abuse to Political Terror J.
Herman 2001 London; Pandora Principles of Trauma Therapy; A Guide to Symptoms,
Evaluation & Treatment J. Briere & C. Scott 2006 Sage Publications, Inc Grief
Counselling & Grief Therapy: A Handbook for the Mental Health Practitioner J. W.
Warden 2008 Spring Publishing

Assessment: Review, Agency Service Provider, 40%. Report, Grief & Loss, 40%. Tutorial Participation, Attendance & Discussion, 20%. Total effective word limit 5000
words

APTS025 INDIVIDUAL AWARENESS

Locations: St Albans, City Flinders.

Prerequisites: Nil.

Description: This unit of study will include: discovery of self: investigation of fear of
self-revelation and defence mechanisms; personality testing (Myer-Briggs); concept of
individual growth. Exploration of potentially difficult discussion topics including death
and dying, suicide, sexual concerns including loss and sexual potency and/or organs,
AIDS and safe sexual practices; rape, incest and violence; anger; depression; religion;
cross-cultural issues and ethnic identity (may vary according to group). Format of
classes includes group participation, basic introduction to group dynamics, building
communication skills in the group, setting group rules.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Autobiography exploring one’s personal growth and counselling
philosophy; Journal reflecting on process of classes. Minimum of 80% attendance is
required. (Unit to change).

APTS035 THEORIES AND TECHNIQUES OF COUNSELLING

Locations: St Albans, City Flinders.

Prerequisites: Nil.

Description: This unit of study will focus on an exploration of the theoretical issues
and practical skills associated with a range of counselling paradigms. Person-centred,
Gestalt, existential, behavioural, cognitive behavioural and psychodynamic theories
will be addressed. Through role-plays and class activities, students will be encouraged
to develop their own counselling skills and reflect on their personal development as
counsellors.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able
to: Describe the basic theory and intervention practices of therapeutic paradigms;
Critically review each paradigm; Understand the key essentials for effective
counselling; Demonstrate the counselling micro-skills necessary to engage in client-
centred counselling.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Research Paper, Theory paper, 50%. Assignment, Counselling
demonstration, 50%.
APT5037 CHILD AND ADOLESCENT: THEORIES AND TECHNIQUES OF COUNSELLING

Locations: St Albans, City Flinders.

Prerequisites: Nil.

Description: Systematic reviews of counselling for children and adolescents will be presented. Implications for working with children and adolescents in multiple settings will be elaborated. Evidence relating to types of intervention will be presented and outcome measures suited to working with children and adolescents will be worked through. 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

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.


Assessment: Essay, To be advised, 70%. Presentation, Class presentations, 30%.

APT5060 APPLIED TECHNIQUES OF COUNSELLING

Locations: St Albans, City Flinders.

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

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.


Assessment: Videotaped role-play or in vivo intervention; Essay.

APT5070 SOCIAL AND ETHICAL ISSUES IN COUNSELLING

Locations: St Albans, City Flinders.

Prerequisites: Nil.

Description: This unit of study will examine: the social context of counselling aspects to be considered include: gender, ethnicity, class, occupation and age, the family as a unit of social organisation. Implications of social context for counselling practice such as the assumptions that client and counsellor bring to counselling as a function of their social background, power relationships in the counsellor-client dyad, blaming the victim versus empowerment. Ethical issues in counselling: introduction to ethical principles and ethical dilemmas: the philosophical basis of ethical principles; client rights and responsibilities, counsellor rights and responsibilities; issues concerning third parties; referral, consultation and supervision, counsellors’ needs for consultation and supervision; the client-counsellor relationship: implicit and explicit client-counsellor contracts, therapeutic and anti-therapeutic developments in the client-counsellor relationship, combining the role of counsellor with a profession-based treatment or advisory role; confidentiality, principles 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

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester and three hours per semester of mixed-mode or self-directed study.

Required Reading: Corey, G, Corey, M & Callanan, P 2002, Issues and ethics in the helping professions, 6th edn, Brooks/Cole, Pacific Grove. (NB: This text is updated regularly the 7th edition will be used should it become available).

Assessment: Presentation, Class presentation on an ethical dilemma (2000 words), 50%. Essay, 2000 words, 50%.

APT5080 CROSS-CULTURAL ISSUES IN COUNSELLING

Locations: St Albans, City Flinders.

Prerequisites: Nil.

Description: This unit of study aims to: improve cross-cultural counselling skills by both developing awareness of personal cultural position and that of others; facilitate a better understanding of others’ ways of learning and communicating; improve ability to listen to the ‘other’ and awareness of the sociopolitical and economic context of people from diverse cultural backgrounds in contemporary Australia; address specific issues in counselling that derive from the above. The unit explores issues of racism, social justice, bicultural history, refugee experience, survivors of torture, women’s issues, Aborigins and second generation Australians. It also discusses some of the Western contextual issues related to modernity, postmodernity and postcolonial views.
Credit Points: 12
Learning Outcomes: To be advised.
Class Contact: Two hours per week class contact for one semester plus field placement.
Required Reading: To be advised by lecturer.
Assessment: Assignment, Written assignment, 50%. Assignment, Counselling video, 50%. Unit to change

**APT5085 PRACTICUM**

Locations: St Albans, City Flinders.
Prerequisites: APT5060 - APPLIED TECHNIQUES OF COUNSELLING
APT5062 - CHILD & ADOLESCENT: APPLIED TECHNIQUES IN COUNSELLING

Description:

Credit Points: 12
Learning Outcomes: To be advised.
Class Contact: Five hours per week for two semesters comprising one two-hour group seminar and one three-hour outside placement.
Required Reading:
Assessment: Assessment will be based on written assignments, journal materials and placement evaluations. Students must achieve a satisfactory grade on all assessment requirements to pass the unit. In addition the minimum 80% attendance requirement must be met. Note: Students must pass the practicum on their first attempt.

**APT6001 PRACTICUM 1**

Locations: St Albans, City Flinders.
Prerequisites: APT5060 - APPLIED TECHNIQUES OF COUNSELLING

Description: The Practicum is designed to provide students with extended knowledge of the counselling setting and the roles and responsibilities involved in such a setting. The placement aims to integrate theoretical knowledge with professional experience and to provide students with experience in a counselling setting. Application of skills and knowledge developed in the unit can be applied to practical settings. Ethical issues in counselling will be examined.

Credit Points: 12
Learning Outcomes: To be advised.
Class Contact: Two hours per week class contact for one semester plus field placement.
Required Reading: To be advised by lecturer.
Assessment: Assignment, Journal/ written assignment, 50%. Report, Field report, 50%.

**APT6002 PRACTICUM 2**

Locations: City Flinders.
Prerequisites: APT6001 - PRACTICUM 1

Description: Students will continue the acquisition of extended knowledge of the counselling setting and the roles and responsibilities involved in such a setting. The placement aims to integrate theoretical knowledge with professional experience and to provide students with experience in a counselling setting. Application of skills and knowledge developed in the unit can be applied to practical settings. Ethical issues in counselling will be examined.

Credit Points: 12
Learning Outcomes: To be advised.
Class Contact: Two hours per week class contact for one semester plus field placement.
Required Reading: To be advised by lecturer.
Assessment: Assignment, Journal/ written assignments, 50%. Report, Field reports, 50%.

**APT6004 MINOR THESIS**

Locations: City Flinders.
Prerequisites: APT6006 - RESEARCH METHODS IN COUNSELLING

Description: This unit of study requires students to gain experience in generating a research question and writing an independent thesis on the topic of 10,000 - 14,000 words. The topic will be negotiated between the student and supervisor and will be a research area within the counselling field. The thesis is not to be experimental research unless the applicant can demonstrate the necessary statistical knowledge.

Credit Points: 24
Learning Outcomes: To be advised.
Class Contact: Regular contact with supervisor.
Required Reading: To be advised by lecturer.
Assessment: Thesis 100%.

**APT6006 RESEARCH METHODS IN COUNSELLING**

Locations: St Albans.
Prerequisites: Nil.

Description: This unit of study provides students with advanced knowledge and techniques in the design of research in the counselling field. The following topics will be explored: introduction to the nature and significance of competing paradigms and methodologies in the research process and the range of research methods used in social science research; application of qualitative and quantitative methods to the counselling field; critical analysis of the design, analysis and interpretation of research in the counselling field; examination of research papers in the counselling field.

Credit Points: 12
Learning Outcomes: To be advised.
Class Contact: One two-hour seminar per week for one semester.
Required Reading: To be advised by lecturer.
Assessment: Literature Review, To be advised, 35%. Thesis, Thesis proposal, 35%. Test, Research methods quiz, 30%.

**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 psi
psychology of adjustment.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester comprising one two-hour seameral 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).

APU6008 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

Learning Outcomes: To be advised.

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, Other.

Prerequisites: Nil.

Description: This unit of study will provide students with a basic understanding of psychological principles and their applications to health sciences. A focus on self-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

Learning Outcomes: To be advised.

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


APUS001 HISTORY AND EPISTEMOLOGY 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

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (notional 1000 words), 20%.

APUS002 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

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (notional 1000 words), 20%.

APUS003 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

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.
APU5004  THEORY OF THE UNIT 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 unit and the signifier, as well as the key texts by Lacan himself on the matter.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (national 1000 words), 20%.

APU5005 THE SYMBOLIC, THE IMAGINARY AND THE REAL

Locations: St Albans.

Prerequisites: APU5001 - HISTORY AND EPISTEMOLOGY OF PSYCHOANALYSIS

Description: This unit of study includes the study of three fundamental Lacanian concepts, their genealogy and implications for clinical practice and research through the analysis of key texts and the discussion of clinical experience.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Assignment, Case history or written commentary on case presentation (2000 words), 100%.

APU5006 CLINICAL SEMINAR II: DEVELOPMENT OF THE TRANSFERENCE

Locations: St Albans.

Prerequisites: APU5003 - CLINICAL SEMINAR I: ASSESSMENT

Description: This unit of study will include a presentation and discussion of clinical material and conceptualisation of the development of the transference in the cases presented.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Assignment, Case history or written commentary on case presentation (2000 words), 100%.

APU5007 NEUROSIS

Locations: St Albans.

Prerequisites: APU5001 - HISTORY AND EPISTEMOLOGY OF PSYCHOANALYSIS

APU5002 - THEORY OF SEXUALITY

APU5006 - CLINICAL SEMINAR II: DEVELOPMENT OF THE TRANSFERENCE

APU5008 PSYCHOANALYTIC TECHNIQUES I

Locations: St Albans.

Prerequisites: APU5001 - HISTORY AND EPISTEMOLOGY OF PSYCHOANALYSIS

Description: This unit of study will include a presentation and discussion of clinical material and conceptualisation of the development of the transference in the cases presented.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (notional 1000 words), 20%.

APU5009 CLINICAL SEMINAR III: TREATMENT OF THE NEUROSES

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

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Assignment, Case history or written commentary on case presentation (2000 words), 100%.

APU5010 PSYCHOSIS AND PERVERSION

Locations: St Albans.

Prerequisites: APU5004 - THEORY OF THE Unit AND LOGIC OF THE SIGNIFIER
APU5005 - THE SYMBOLIC, THE IMAGINARY AND THE REAL
APU5007 - NEUROSIS

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 original contributions, focused on the questions of differential diagnosis from a structural point of view.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (notional 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

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (notional 1000 words), 20%.

APU5012 CLINICAL SEMINAR IV: HANDLING OF THE TRANSFERENCE

Locations: St Albans.

Prerequisites: APU5009 - CLINICAL SEMINAR III: TREATMENT OF THE NEUROSES

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

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Assignment, Case history or written report on case presentation (2000 words), 100%.

APU5001 THE ETHICS OF PSYCHOANALYSIS

Locations: St Albans.

Prerequisites: APU5004 - THEORY OF THE Unit AND LOGIC OF THE SIGNIFIER
APU5005 - THE SYMBOLIC, THE IMAGINARY AND THE REAL
APU5011 - PSYCHOANALYTIC TECHNIQUE II

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

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (notional 1000 words), 20%.
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APU6002 THE OBJECT RELATION

Locations: St Albans.
Prerequisites: APU5010 - PSYCHOSIS AND PERVERSION
APU5011 - PSYCHOANALYTIC TECHNIQUE II

Description: This unit of study will include a comparative study of the positions of the main psychoanalytic schools on the object relation and their implications for clinical practice.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (national 1000 words), 20%.

APU6003 CLINICAL SEMINAR V: ETHICAL PROBLEMS IN THE CLINIC

Locations: St Albans.
Prerequisites: APU5012 - CLINICAL SEMINAR IV: HANDLING OF THE TRANSFERENCE

Description: This unit of study will include presentation and discussion of clinical material that illustrate actual or potential ethical issues and applying the conceptual framework learned in other sections of the course.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (national 1000 words), 20%.

APU6004 PSYCHOANALYSIS WITH CHILDREN

Locations: St Albans.
Prerequisites: APU6001 - THE ETHICS OF PSYCHOANALYSIS
APU6002 - THE OBJECT RELATION

Description: This unit of study will include a study of the main texts representing the different theoretical positions in the history of psychoanalysis with children and the typical clinical and conceptual issues which prevail in this field.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (national 1000 words), 20%.

APU6005 PSYCHOANALYSIS AND CULTURE

Locations: St Albans.
Prerequisites: APU6001 - THE ETHICS OF PSYCHOANALYSIS
APU6002 - THE OBJECT RELATION

Description: This unit of study includes an introduction to the vast field of applications of psychoanalysis to the study of cultural phenomena and institutions. It includes the use made by psychoanalysis of the findings of other disciplines, the methodological issues involved and selected examples of this growing field of research.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (national 1000 words), 20%.

APU6006 CLINICAL SEMINAR VI: CHILDREN IN TREATMENT

Locations: St Albans.
Prerequisites: APU6003 - CLINICAL SEMINAR V: ETHICAL PROBLEMS IN THE CLINIC

Description: This unit of study will include the presentation and discussion of cases of children in psychoanalytic treatment, with special emphasis on typical psychopathological and clinical issues, the handling of the transference and the relations with the parents.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Assignment, Case history or written commentary on case presentation (2000 words), 100%.
APU6007 CLINICAL SEMINAR VII: SPECIAL CLINICAL PROBLEMS

Locations: St Albans.

Prerequisites: APU6006 - CLINICAL SEMINAR VI: CHILDREN IN TREATMENT

Description: This unit of study includes a study of a range of special clinical cases and situations which require particular technical devices, such as addictions, psychosomatic disorders, serious physical illness and mental disability.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.

Required Reading: Freud, S 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%.

APU6008 THESIS I

Locations: St Albans.

Prerequisites: APU6005 - PSYCHOANALYSIS AND CULTURE

Description: In this unit of study, students work under individual supervision to design and develop a research project on a topic of psychoanalytic interest that would constitute the unit matter of the minor thesis.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: One 90-minute individual supervision per week for one semester.

Required Reading: Freud, S 1926, The question of lay analysis, SE 19.

Assessment: Report, Report on progress of research project, 100%.

APU6009 RESEARCH SEMINAR

Locations: St Albans.

Prerequisites: APU6008 - THESIS I

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 unit matter of the minor thesis.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.

Required Reading: Freud, S 1926, The question of lay analysis, SE 19.

Assessment: Report, Report on the design and development of research project by fellow students, 100%.

APU6010 THESIS II

Locations: St Albans.

Prerequisites: APU6009 - RESEARCH SEMINAR

Description: This unit of study will include final development and completion of the individual research project and writing up of the research thesis.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: One 90-minute individual supervision per week for one semester.

Required Reading: Freud, S 1926, The question of lay analysis, SE 19.

Assessment: Research thesis of approximately 15,000 words to be examined by two independent external examiners 100%.

ASA1023 COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study aims to introduce students to the theory and practice of community development from an international perspective, with particular reference to models of community development in Asia and the Pacific regions. The unit begins with a discussion of the concept of community and the nature of community development work and an introduction to the historical emergence and evolution of community development, including United Nation models, Western models and Third World models. It also aims to familiarise students with existing and emerging linkages between community development and action at local, regional, national and global levels. Students are encouraged to explore, analyse and develop models and approaches to community development that are considered to be of most relevance to their background experience or in their work with communities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Source material so it can be found by others, and by good verbal and written communications to their fellow students and teachers; Work autonomously, both alone and in groups, and take initiative and use imagination when searching for solutions to problems which are put before them; Demonstrate awareness of a range of cultures represented in class and in other societies which are the focus of their study, and to communicate effectively with people whose culture is very different from their own.

Class Contact: Three hours per week for one semester, comprising one three-hour lecture/seminar.


Assessment: Two essays (40% each) 80%; Journal/folio 20%.

ASA1024 APPLIED HUMAN RIGHTS

Locations: St Albans.

Prerequisites: Nil.

Description: The aim of the unit of study is to introduce students to the ways in which community development theories and models can be applied in the context of human rights, particularly in the welfare and human service sectors. The unit begins with an examination of United Nations and other international conventions and covenants on human rights, including specific covenants on social, educational, employment rights and rights of women, minorities and children. International observance, and problems in the implementation, of human rights are then examined, with particular reference to the Asia Pacific region. Specific human rights problems in the educational, welfare and employment contexts are discussed and related to strategies and models of community development and advocacy.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate a knowledge of the major human rights instruments in use internationally; Understand the role played by power and politics in the international and national governance of human rights; Identify the role played by civil society in pioneering most of the international human rights instruments and how to use them today; Demonstrate a clear understanding of the contours and principal features
of a rights-based approach to development; clearly conceptualise practice-based approaches to human rights.

Class Contact: Three hours per week for one semester, comprising one three-hour lecture/seminar.


Assessment: Essay 50%; Role-play/class paper 40%; Class exercises 10%.

ASA1025 CROSS-CULTURAL FIELDWORK PREPARATION

Locations: Footscray Park.

Prerequisites:

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 lectures and guest speakers to engage students and challenge some of the cultural assumptions on ‘universal values’.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate understanding of some of the key cross-cultural 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.

Class Contact: To be advised.


Assessment: Case Study, Analysis of cross-cultural case studies, 20%. Journal, Reflective journals, 20%. Presentation, Group presentation, 30%. Workshop, Group discussions, debates, roleplays and simulations, 30%. Total effective word limit 3000 words

ASA2024 SOCIAL MOVEMENTS, SOCIAL ACTIONS

Locations: St Albans.

Prerequisites: ASA1023 - COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL

ASA1024 - APPLIED HUMAN RIGHTS

Description: This unit of study aims to introduce students to theory and practice of empowerment as applied social movements of various types. A further aim is to enable students to develop and evaluate their own practice of community development; to identify social movements and social change with examples and case studies drawn from, or relating to, Asian Pacific and African contexts. These will include nationalist, trade union, environmental, peace, and women’s movements as well as movements for self-determination, social justice, fair trade, human rights and many others. The relationship between social movements and social change will also be explored along with an examination of the development of a number of social movements and an assessment of their impact on societies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the social, economic, environmental and political circumstances that give rise to social movements and social actions; Demonstrate knowledge of current discussions and debates with respect to social movements; Recognise the plurality of approaches that have been adopted within Asia Pacific and African societies as a response to social ills; Demonstrate self reflexive skills with respect to community development methodologies and practice.

Class Contact: Two hours per week for one semester.


Assessment: Other, Class paper, 40%. Essay, one major essay, 60%.

ASA2030 REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study aims to familiarise students with the organisations which have been used by the international community to address such issues as international security, food, education, health, the environment, trade, economic development, human rights and the status of women. Distinguishing between international organisations of the state, the corporate sector and civil society, it begins with a study of the history and structure of the United Nations. Specialised agencies of the UN, ILO, UNESCO, FAO and WHO are examined from the point of view of how they influence their member nations' 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: Demonstrate knowledge of the institutions of the international community, when they were founded and the conditions that led to their emergence; Advise non-governmental organisations, community groups, and others on which Declaration, Convention, Treaty or Security Council Resolution is relevant to their interests and how they may be used to hold nation states accountable; Demonstrate an awareness of how International Civil Society has been able to both move the policies of international organisations and benefit from the changes that have been brought about; Understand the different roles of global organisations, such as the UN system and regional bodies in Africa, Asia, the Pacific and Latin America.

Class Contact: Two hours per week for one semester


ASA2033 MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study will look at different forms of organisational structures involved in organising and mobilising for social change in Asian and Pacific countries, ranging from service-providing government departments and semi-governmental authorities to various types of non-governmental organisations, co-operatives and community businesses. The unit aims to give students a background in relevant theory, eg. theory of organisational development, and also encourage them to develop their practical skills in the area of organisational management. Some of the topics this unit of study will cover are: group dynamics; the recruitment of staff and committee members; motivation of volunteers; personnel issues; committee-employee relations; networking; brainstorming and decision-making; program planning; monitoring and evaluation of ongoing programs and special projects; budgeting; project proposal writing; project management; conflict resolution; and negotiating skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand how and why non-governmental organisations have emerged as such powerful types of organisations in different types of societies; Identify some of the theory behind organisational development and put it into practice with class exercises. This begins with small-scale group dynamics and group development; Recognise the difference between governance and management of an organisation; Work with others in organising a small and a large event or get a university or other club or society on its feet; Demonstrate skills useful in their professional life and be introduced to some theory which they many or may not use to develop their own professional management style.

Class Contact: Two hours per week for one semester


Assessment: Organising tasks 25%; Class presentation or training session 25%; Research project 50%. Other, Organising tasks, 25%. Presentation, Class presentation or training session, 25%. Project, Research project, 50%.

ASA3023 THEORY AND PRACTICE OF INTERNATIONAL DEVELOPMENT

Locations: St Albans.

Prerequisites: ASA1024 - COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL

ASA1024 - APPLIED HUMAN RIGHTS

Description: A major aim of this unit of study is to consolidate students' understanding of the central theoretical and practical aspects of community development work in the Asia Pacific region. The unit begins with a review of concepts of community and approaches to studying and working with communities. A study of the nature of formal and informal decision-making processes at the international, national and local levels constitutes an important part of this unit. Methodological and conceptual issues in conducting community studies will be explored as well as an examination of a range of strategies and approaches to awareness-raising and social mobilisation. The role of community development in the context of broader development issues and initiatives will also feature. In particular, the unit will review theories of development, globalisation, and state and community relationships in order to assist in the development of theoretical understandings and how these relate to practical applications. The unit of study aims to encourage reflection, questioning and analysis of the ideological bases of community development theory and policy and its implementation.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate a high level of analytical skills to select appropriate methodologies and policies to address issues of inequality, deprivation of human rights or conflict; Understand the impact of international political and economic forces on the wellbeing of peoples at local levels; Demonstrate skills and experience in working on community issues in cross-cultural settings; Consider their own style and practice of advocacy.

Class Contact: Two hours per week for one semester


Assessment: Presentation, Class activity/presentation, 20%. Assignment, Class paper, 40%. Other, Research paper, 40%.

AS3024 PROJECT DESIGN AND IMPLEMENTATION

Locations: St Albans.

Prerequisites: AS3023 - COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL

Description: The aims of this unit of study are to consolidate students' understanding of the central theoretical and practical aspects of community development work and to further develop their abilities in planning, implementing and evaluating community action plans and strategies. The unit commences with a review of some of the central concepts and components of models of community development, considers a range of successful case studies of community development in Asian, Pacific and Third World contexts, and goes on to analyse some of the key stages and modes of action of community development work in these contexts. These include approaches to understanding and researching the community action environment, processes of social mobilisation and strategies and methods of social action.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate a high level of cross-cultural communications skills; Design, write a budget for, and identify the necessary personnel for projects of many types, including advocacy projects and development projects; Carry out an evaluation of projects and programs in the field of community development in societies other than one's own; Consider the importance of different types of knowledge, including indigenous knowledge in solving many of the problems caused by unequal development.

Class Contact: Two hours per week for one semester

Required Reading: Beyond the horizon: a Guide to Managing Development Projects from a Distance, Mike Crooke, 2003 Australian Council for Overseas Aid, Canberra.

Assessment: Essay, Reflective essay, 50%. Project, Project, 40%. Exercise, Class exercises, 10%.

AS3001 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This course will look at community development from a third world perspective. The focus will be addressing issues of poverty and marginalization. Arturo Escobar in his book Encountering Development: the making and unmaking of the third world, states that massive poverty in the modern sense appeared only when the spread of the market economy broke down community ties and deprived millions of people from access to land, water and other resources (pg 22). So how do we do community development in an age where the dictates of the free market hold supreme? Or are they contradictory? Development itself is a new construct evolved soon after the first European war. This class will ask whose development is being promoted. Does community building and development go together? In this course we will try to first understand our own location and how our views have been shaped by the dominant economic paradigm. We will try to understand basic economics and neo-liberalism. The result of this dominant paradigm is that the slice of the cake taken by 1% of the world's population is the same size as that handed to the poorest 57%. Never before as the world seen such wealth and affluence and concentrated in fewer and fewer hands. Co-existing with this unprecedented wealth is extreme poverty. To compound this, the dominant paradigm is certainly not friendly to the environment. It is based on extraction and exploitation. The rape of the earth's resources and the exploitation of people have resulted in enormous material benefit for some and not much for the majority. We know that roughly 20% of the earth's population consumes about 80% of its resources. It is well known that it will take nearly seven years if all 6 billion people on this earth live like the average American. This development paradigm is generating huge waste and is not sustainable. Yet, this is the model for development that is touted and promoted. This course will look at these issues from a historical perspective as well as examine various theories to explain and understand poverty. Participants will examine both the notion of community as well as development. The course will examine critically the dominant paradigm of development and its impact on community and development. Participants will be encouraged to be critical and develop their own views of these issues. In the second half of the course, the participants will be encouraged to develop their own framework to review community development and their practice. The class will also examine practical responses to issues of poverty and marginalization, such as micro-finance (e.g. Grameen Bank, Bangladesh; Orangi Pilot Project, Pakistan; Community Development Organization Institute, Thailand, and others), community organization and conscientization, etc. Disasters happen, some natural and others man-made. In these situations of crisis can a people centred and community driven process be fostered Emphasis will be given on the practical examples of community development with marginalized groups.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Think critically, Consider the importance of ‘problematising’ an issue thoroughly before a problem can be solved; Appraise good habits in observation, data collection, written communications, both personally and professionally, 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 one's fellow students and teachers; Work autonomously, both alone and in groups, to take initiatives and use the imagination in searching for solutions to problems which are put before them; Demonstrate awareness of a range of cultures represented in the class and in other societies which are the focus of their study, and to communicate effectively with people whose culture is very different from their own.

Class Contact: Two hours per week for one semester in the form of a seminar/workshop.


Assessment: Journal, Weekly reflections on topic covered in previous lecture. The reflection paper will be a minimum of 300 words. Students can focus on one or more ideas, 40%. Review, A review of one of the books in the course study guide. 20%. Essay, Option 1: Writing a 3000 word essay on one of the suggested topics. Option 2: Writing a 3000 word literature review that will lead to the thesis. 40%. Total word count for all assessments is 5000 words.

AS3002 COMMUNITY DEVELOPMENT: PROJECT PLANNING AND MANAGEMENT

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study focuses on project planning, design and implementation for community development work in a development setting. The principles of project design will be examined and discussed in relation to their role and
application to international community development work. Topics covered include: methodologies and techniques used in project work; log books; needs assessments; research methods; participatory rapid appraisal (PRA); gender and development strategies; monitoring and evaluation; and project implementation and management.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the central theoretical and practical aspects of community development work; Plan, implement and evaluate community action plans, strategies and projects; Provide orientation for overseas students preparing to return to their home countries and for students preparing to work in the community development field.

Class Contact: The equivalent of two hours per week for one semester


Assessment: Essay, Reflective essay, 50%. Project, Project, 40%. Exercise, Class exercises, 10%.

ASAS003 HIV/AIDS AND INTERNATIONAL DEVELOPMENT

Locations: Footscray Park.

Prerequisites:

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 context/valuation; minorities; and strategies to combat the spread of HIV/AIDS. Students will be learning through case studies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate understanding of the background and issues surrounding HIV/AIDS in different contexts; Assess the impact of HIV/AIDS on international community development practices; Evaluate strategies used to control the spread of HIV/AIDS worldwide; Demonstrate understanding of international community development issues by examining real case studies.

Class Contact: To be advised.


Assessment: ICT (Wiki, Web sites), Online reflections posted on WebCT, 25%. Review, Book review, 25%. Presentation, Country or issue portfolio and end-of-year conference presentation, 50%. Total effective word limit 5000 words.

ASAS004 ENGAGING COMMUNITIES FOR SUSTAINABILITY

Locations: St Albans, Footscray Park.

Prerequisites:

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 how the latest projections of trends and impacts of climate change, and ways to mitigate these. It also examines how the changing climate impacts in various ways on communities and ways to appropriately adapt to these changes, taking account of local circumstances, cultural practices, resource base, etc. Students learn the most up-to-date methods for engaging communities to achieve productive, equitable and effective change for sustainability. Teaching and learning in the unit draws on students’ diverse backgrounds and origins to enrich class understandings of positive community responses to sustainability. This is complemented by using case studies of communities acting to live more sustainably from different parts of the world. Students have the opportunity to engage in a practical community and sustainability project which spans the duration of the unit. They become involved with a community group and investigate how the group views notions of sustainability. They also engage with the group in order to take steps to contribute to more sustainable ways of acting.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to define what community sustainability is and why it is important; Use examples to illustrate how communities are responding to the challenges of living sustainably; Understand and summarise key documents that contribute to our understanding of community sustainability; Apply their knowledge of community sustainability to issues and opportunities for action in a practical context, using best practice engagement for sustainability approaches; Investigate and analyse or evaluate small-scale community sustainability initiatives.

Class Contact: 2 hours per week for one semester.


Assessment: Review, Summary of Key References, 20%. Practicum, Reporting an experience of a community for sustainability, 40%. Other, Written proposal to improve a community for sustainability, 40%. Total effective word limit 5000 words.

ASAS005 PSYCHOSOCIAL APPROACHES IN AID AND DEVELOPMENT

Locations: Footscray Park.

Prerequisites:

Description: Too often aid interventions lack understanding and sufficient consideration of the complexity of human factors salient in humanitarian or development contexts. This unit will introduce students to broad concepts and principles of working from a psychosocial perspective. It will engage students in developing an understanding of the processes and benefits of applying an integrated psychosocial support approach to assessment, design and planning, implementation, monitoring and evaluation phases of projects. The unit will consider a range of specific circumstances in which aid projects are delivered including disaster response, community engagement and working with displaced people. Further, the unit will examine the importance of providing systematic processes of psychosocial support for staff and volunteers engaged in human service and aid work.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Understand the complexities of human factors in the context of humanitarian and development; Learn different psychosocial approaches to work and manage in the context of aid and development.
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Class Contact: To be advised.

Required Reading: To be confirmed

Assessment: Case Study, Analysis of case studies, 20%. Presentation, Group presentation, 30%. Project, Group project, 50%. Total effective word limit 5000 words

ASAS006 DESIGNING INTERNATIONAL DEVELOPMENT PROJECTS

Locations: Footscray Park.

Prerequisites:

Description: This unit will introduce the basic elements followed by more advanced and complex aspects of project development and design, providing both practical skills and frameworks for thinking critically about the strengths, limits and challenges of projects as a vehicle for ‘doing’ international development work. The unit will review the purpose and practice of project design in the context of international community development, including the history, evolution and critiques of the idea of a ‘project’ as a method of delivering development assistance in developing countries. The unit will look at various approaches to project delivery including the program approach and sector-wide approaches, and more recent efforts to move beyond a linear goals, strategies and outcomes approach towards more dynamic, iterative, responsive approaches to doing development. Step-by-step processes and techniques will be introduced in relation to each phase of a project life cycle. The unit will review the values, knowledge and skills required to design and evaluate social development programs/projects in international and/or cross-cultural contexts. Key topics will include: rights-based participatory approaches to change; designing in gender; methods of needs assessment; setting priorities in contexts of uncertainty and change; defining objectives and strategies; and determining approaches to monitoring and evaluation. The unit will take a practical learning-by-doing approach to assessment, with students writing a project proposal based on one or more donor guidelines, and including a requirement to address project justification, monitoring, risk, gender integration, sustainability and budget and resourcing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Learn the ‘step-by-step’ approach to evaluate and design an international community development project.

Class Contact: 2 hours per week

Required Reading: To be confirmed

Assessment: Journal, Reflective journal, 30%. Project, Project design, 70%. Total effective word limit 5000 words

ASAS008 PEACE, VIOLENCE AND CONFLICT

Locations: Footscray Park.

Prerequisites:

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 ethno-political conflicts and developing strategies for intervention. Students will read and examine current issues and researches from psychology, sociology, politics and international studies perspectives. Students will explore the notions of peace and power, and examine different peacemaking and reconciliation processes. Students will study conflict theory and responses to conflict in a variety of contexts. These include use of language, awareness of own identity and understanding of different cultural values in conflict and its resolution. The unit examines a range of peacemaking strategies, starting from the interpersonal level and progressing to community, national 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.

Class Contact: To be advised.


Assessment: Case Study, Analysis of a violent or conflict event using a mind map, 30%. Presentation, Group presentation, 30%. Essay, Final essay, 40%. Total effective word limit 5000 words

ASAS009 WORKING IN CROSS-CULTURAL CONTEXTS

Locations: Footscray Park.

Prerequisites:

Description: Working with communities often involves many cultures. Working with communities often involves collaborating with members and teams from different parts of the world as well as engaging with people from local groups. Culture plays a significant role in defining the meaning and purpose of a project, the way we involve in a process and our relationship with each other. Therefore, the success, relevance and impact of our work must be viewed and carefully examined through a cultural lens. This unit is designed to introduce the cross-cultural concepts and frameworks that are relevant to community development work. Students are expected to reflect on their personal cultural upbringing, values and behaviours and their impact on community development work. The students are required to critically examine cross-cultural community development case studies, participate in cross-cultural role plays, take part in debates and group discussions. The class will be delivered in workshop format. Lectures and guest speakers will engage students and challenge some of the cultural assumptions on ‘universal values’.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate understanding of some of the key cross-cultural theories and frameworks; Articulate the implications of culture on community development work; Critically examine and analyse cross-cultural issues in the context of community development; Critically reflect on their personal cultural values and assumptions; Communicate interests, needs and concerns in a culturally sensitive manner; Design and develop a culturally sensitive approach to community development project/ work; Evaluate, assess and improve culturally sensitive policies and programs; Develop intercultural leadership skills.

Class Contact: To be advised.


Assessment: Case Study, Analysis of cross-cultural case studies, 20%. Journal, Reflective journals, 20%. Presentation, Group presentation, 30%. Other, Cross-cultural role plays and simulations, 30%. Total effective word limit 5000 words

ASAS010 TRANSNATIONAL GENDER ISSUES AND HUMAN RIGHTS

Locations: Footscray Park.

Prerequisites:

Description: This unit examines gender in a global context and its impact on issues such as poverty, coercive forms of labour migration affecting men, women and...
child, differential health outlooks, patterns of gendered violence, human trafficking and domestic servitude. It investigates the complex and contradictory ways in which globalisation has impacted on gender relations. The unit compares developing and developed societies and endeavours to challenge gender stereotypes about different societies. It assesses various national efforts to address gender inequality such as microfinance programs. It also has a particular focus on transnational human rights networks and their advocacy around gender.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate understanding of key gender issues in a global context; Apply the concept of human rights to a particular gender issue; Identify some of the features of transnational human rights networks and their advocacy around gender; Critically evaluate debates about the contradictory impact of globalisation on gender relations.

Class Contact: To be advised.


Assessment: Report, Learning in the Workplace and Community report on a transnational human rights organisation and its approach to human trafficking, 25%. Case Study, Case study of an issue such as microfinance, domestic service or labour migration and its gendered implications, 45%. Annotated Bibliography, Critically review selected texts on a global gender issue, 30%. Total effective word limit 5000 words

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 of study will include an analysis of contemporary theoretical debates on globalisation and their relationship to different forms of community development. A critical examination of how perspectives on globalisation have changed, especially since the attacks on the World Trade Centre in the United States of America on September 11, 2001 will be discussed. Case studies will be investigated from the global justice movement, specific NGOs in the South, environmental, feminist, labour and human rights groups.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Identify different schools of thought on the meaning and character of globalisation; Understand the differences between various dimensions of globalisation: political, economic, cultural and environmental; Assess the impact of globalisation on women; Identify recent changes in the paradigms used to debate globalisation since September 11, 2001; Relate key theoretical debates about globalisation to the concrete practices of civil society organisations; Identify the ways different advocacy groups deal with the benefits of globalisation and within its constraints; Employ advanced skills of analysis and critique and to use communication and writing skills appropriate to professional advocacy work; Produce written reports which show evidence of independent thought and wider research; Contribute to and/or facilitate online global forums and interact with the international development communities.

Class Contact: The unit will be delivered in intensive mode during Semester 4 - Class Contact Hours will be around four hours a day over eight days.

ASAS023  BUILDING CAPACITY AND MOBILISING CIVIL SOCIETY

Locations: St Albans, Other.

Prerequisites: Nil.

Description: This unit of study will complement and build on The Challenges of Social Transformation and Negotiating Advocacy units by introducing students to the key debates about civil society and development theory. It will critically examine the view that there was a crisis in development in the 1980s and identify the emergence of the notion of building capacity. The appropriateness and sustainability of capacity building strategies will be evaluated through careful examination of case study material dealing with organisations and communities. The link between neo-liberal policies of small government - reducing the role of the state in public policy - and the so-called rise of civil society organisations will also be explored.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Three hours per week for 12 weeks or equivalent online.


Assessment: Evaluative report 40%; Seminar presentation 20%; Annotated review 40%.

ASAS024  MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study will look at different forms of organisational structures involved in organising and mobilising for social change in Asian and Pacific countries. These range from service providing government departments and semi-governmental authorities to various types of non-governmental organisations, co-operatives and community businesses. The unit aims to give students a background in relevant theory, eg. theory of organisational development, and also encourage them to develop their practical skills in the area of organisational management. Some of the topics this unit of study will cover are: group dynamics, the recruitment of staff and committee members, motivation of volunteers, personnel issues, committee-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, negotiating skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand how and why non-governmental organisations have emerged as such powerful types of organisations in different types of societies; Identify some of the theory behind organisational development and put it into practice with class exercises. This begins with small-scale group dynamics and group development; Recognise the difference between governance and management of an organisation; Work with others in organising a small and a large event or get a university or other club or society on its feet; Demonstrate skills useful in their professional life and be introduced to some theory which they may or may not use to develop their own professional management style.

Class Contact: Two hours per week for one semester. This unit of study may also be offered in summer semester.

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.


Assessment: Reflective journal of internship experience 30%; Evaluative report of internship project 70%. (Equivalent to 5000 words).

ASAS050  CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study introduces conflict resolution theory and its application to conflicts at both group and community levels. Through seminar presentations, discussion and analysis, experiential exercises, role-plays and problem-solving tasks, the unit aims to develop students' skills in understanding and practising appropriate means of resolving or managing conflicts. The elective commences with defining the nature of conflict in groups and communities, and then presents the theory, principles and practical strategies of conflict resolution. Specific processes and skills for resolving or managing conflict in a range of differing contexts are then considered, including: individual conflicts, multi-party and multi-issue conflicts, intragroup conflicts, cultural and intergroup conflicts, and disputes in neighbourhood and workplace contexts. Particular emphasis will be placed on the awareness of difference and its effect in disputes, and on the students' own styles in dealing with conflict.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Three hours per week for one semester comprising one three-hour seminar/workshop.


Assessment: Assessed role-play 40%; Essay (3000 words) analysing a particular dispute 60%.
ASA055 REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study aims to familiarise students with the organisations which have been used by the international community to address such issues as international security, food, education, health, the environment, trade, economic development, human rights and the status of women. Distinguishing between international organisations of the state, the corporate sector and civil society, it begins with a study of the history and structure of the United Nations. Specialised agencies of the UN, ILO, UNESCO, FAO and WHO are examined from the point of view of how they influence their member nations' 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 (UNFPA). The World Bank, the International Monetary Fund (IMF) and Asian Development Bank will be examined together with the newer trading organisations APEC and the World Trading Organisation (WTO). Asian and Pacific regionisation will be studied 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%.

ASA0601 PROFESSIONAL PROJECT (FULL-TIME)

Locations: Footscray Park, Other.

Prerequisites: AAA5002 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 proposals 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.

ASA0622 PROFESSIONAL PROJECT PAA (PART-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: Students have the option of undertaking the Professional Project plus two further electives, rather than the minor research thesis. The Professional Project unit provides an opportunity for students to apply their learning in the unit to a practical investigation and presentation of the final product as a 10,000 word written report or equivalent. Students can choose to present their findings in another format accompanied by an exegesis. The outcomes of the Professional Project will be presented in one or more colloquia, either in person or online, organised in conjunction with supporting NGOs.

Credit Points: 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.

Class Contact: Regular meetings with individual supervisor.

Required Reading: Faculty of Arts Postgraduate Professional Project Guidelines 2009, Victoria University.

Assessment: Professionally presented project (10,000 words or equivalent). Other forms of final product accompanied by an exegesis can be submitted. The project will be examined in the same mode as the minor thesis.

ASA0622 PROFESSIONAL PROJECT PAA (PART-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: Students have the option of undertaking the Professional Project plus two further electives, rather than the minor research thesis. The Professional Project unit provides an opportunity for students to apply their learning in the unit to a practical investigation and presentation of the final product as a 10,000 word written report or equivalent. Students can choose to present their findings in another format accompanied by an exegesis. The outcomes of the Professional Project will be...
presented in one or more colloquia, either in person or online, organised in conjunction with supporting NGOs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Identify a research question and design a research project to investigate answers to the question; Choose an appropriate research methodology and methods and use these methods to collect and analyse data; Write up the findings in a formal report that includes a brief review of literature, description of the methodology and methods, collection and analysis of data, findings and conclusion and, where appropriate, recommendations; Undertake more substantial research projects.

Class Contact: Regular meetings with individual supervisor over two semesters for part-time candidates.

Required Reading: Faculty of Arts Postgraduate Professional Project Guidelines 2009, Victoria University.

Assessment: Professionally presented project (10,000 words or equivalent). Other forms of final product accompanied by an exegesis can be submitted. The project will be examined in the same mode as the minor thesis.

ASA6025 PROFESSIONAL PROJECT (PART-TIME)

Locations: Footscray Park, Other.

Prerequisites: AAA5002 Research Methods or 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: 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 progress report 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 assesseble 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%.

ASC1010 FIELDWORK PLACEMENT 1

Locations: St Albans, 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. Students in the International Community Development stream would frequently undertake this placement in an agency with a development focus. 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. The placement generally commences in the second half of the year and may be undertaken in either block or concurrent mode.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: Understand the aims, policies and strategies of a specific community development or human services agency; Understand community development and/or human service worker roles in an actual community or agency setting; Demonstrate that they have undertaken a small scale project or organising task in a community development or human services agency; Demonstrate their improved communication and project coordination skills; Understand the linkages between policy, conceptual and theoretical frameworks and community development or human services work in a work integrated learning context.

Class Contact: One hundred hours placement time, plus fortnightly one-hour fieldwork integration workshops on-campus.


Assessment: This unit of study is assessed using three instruments. (1)Students are required to keep a detailed log of the hours worked in the placement time, including time spent working at the placement, travelling time, supervision meetings, and integration workshops; this detail is assessed as supervisor/student review together with the Agency supervisor’s brief report confirming the outcomes of the placement and the log of hours worked. (2) Students are required to keep a reflective journal on their fieldwork and submit a 1000-1500 word end of fieldwork report on what has been learned from the placement in relation to the learning objectives set out in the placement contract. (3) The university supervisor then makes an overall assessment of the student’s placement, taking into account the student’s report, agency supervisor’s report, final joint assessment meeting, and confirmation of hours worked. Journal, A reflective fieldwork journal, 40%; Report, Student Field Report, 30%; Review, Supervisor/Student field experience appraisal, 30%.

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: St Albans.

Prerequisites: Nil.

Description: Topics covered in this unit include: introduction to action research and PAR concepts, including the use of action research in community development; skills in action research; action research design implementation; outcomes and feedback cycles; and ethical and social issues involved in action research and PAR. Students will use action research or aspects of action research in their research-based fieldwork placement of a further 100 hours in the community.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Implement an action research or PAR project, including design, information-gathering, consultation, analysis, reporting, and feedback phases of the action research cycle; Demonstrate field-based experience in an agency in the design, preparation and implementation of all stages of an action research or PAR project.

Class Contact: One one-hour lecture and one one-hour tutorial plus fieldwork placement totalling 100 hours in agency.


Assessment: Students are required to: prepare a short (1000 words) action research or participatory rapid appraisal project brief in conjunction with the second-year field placement 40%; Write a 2500-word report on the project 60%; Keep a reflective learning journal of their fieldwork learning experience and write a 1000-word reflective learning report based on their experience in the fieldwork component (ungraded). Further details of the assessment requirements are contained in the course Fieldwork Handbook.

ASC2010 FIELDWORK PLACEMENT 2

Locations: St Albans.

Prerequisites: ASC1010 - FIELDWORK PLACEMENT 1

Description: Students are placed in a community or human services agency with the aims of: introducing them to the organisational and policy context of the agency; helping them to integrate theory with practical experience in a community or human services setting; and enabling them to develop a range of practical skills, including liaison and committee skills, project co-ordination skills, workshop or seminar organisation, community profiling, and organisational or publicity tasks. Students may undertake the placement individually or as part of a student team. The tasks and learning objects of the placement are specified in a written fieldwork contract developed at the start of the placement and agreed to jointly by the student, the agency, fieldwork supervisor and the university fieldwork supervisor.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the aims, policies and strategies of a specific community development or human services agency; Understand community development and/or human service worker roles in an actual community or agency setting; Demonstrate that they have undertaken a small scale project or organising task in a community development or human services agency; Demonstrate their improved communication and project coordination skills; Understand the linkages between policy, conceptual and theoretical frameworks and community development or human services work in a work integrated learning context.

Class Contact: One hundred hours placement time, plus fortnightly one-hour fieldwork integration workshops on-campus.


Assessment: This unit of study is assessed using three instruments. (1) Students are required to keep a detailed log of the hours worked in the placement time, including time spent working at the placement, travelling time, supervision meetings, and integration workshops; this detail is assessed as supervisor/student review together with the Agency supervisor's brief report confirming the outcomes of the placement and the log of hours worked. (2) Students are required to keep a reflective journal on their fieldwork and submit a 1000-1500 word end of fieldwork report on what has been learned from the placement in relation to the learning objectives set out in the placement contract. (3) The university supervisor then makes an overall assessment of the student's placement, taking into account the student's report, agency supervisor's report, final joint assessment meeting, and confirmation of hours worked. Journal, A reflective fieldwork journal, 40%. Report, Student Field Report, 30%. Review, Supervisor/Student field experience appraisal, 30%.

ASC2023 COMMUNICATION FOR SUSTAINABLE DEVELOPMENT

Locations: St Albans.

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, Les Banos/Philippines, Indian, Latin American to African. It is intended to provide students with a broad base for communicating in various aspects of development and social change. The unit is designed to challenge students to develop an analytical and creative approach to communicating social change and development, given the dynamic nature of development challenges and the need to engage communities for sustainable development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate an understanding of the importance of various traditional and modern communication channels towards social change and sustainable development; Utilise ICT, radio and other media in development and social change; Demonstrate the importance of Indigenous knowledge and scientific knowledge in sustainable development; Identify analytical and creative approaches to communicating social change and development.

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


Assessment: Presentation, Design and present specific development and social change messages for various audiences, 30%. Essay, Outline theoretical communication perspectives (1500 words), 30%. Case Study, Students compare successful case studies of specific development / social change projects in various developing countries, 40%. Total effective word limit 3000 words.

ASC3005 RESEARCH AND FIELDWORK 3

Locations: St Albans.

Prerequisites: ASC2004 - RESEARCH AND FIELDWORK 2

Description: This unit of study focuses on social research planning and design, and consolidates students' understanding and skills in using a range of research methodologies, including: survey and questionnaire methods; participant observation and other interpretative methods; documentary and historical research techniques; feminist research; action research; evaluation; and computer methods of data analysis. Students will prepare for, and commence, a 100-hour fieldwork placement in the community in which they will begin implementing their research project (which may be a continuation of their second-year research and fieldwork project). The fieldwork project involves a total of 200 hours during the whole year. It is expected that the process of locating a suitable fieldwork placement will commence prior to, or early in semester one, as the research project must be a co-operative and collaborative arrangement with the supervising agency.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand underlying social, political, ethical and epistemological foundations of social research; Use both quantitative and qualitative social research methodologies and approaches; Design all aspects and phases of a social research project, using appropriate methodologies and frameworks; Demonstrate field-based experience in an agency in the design, preparation and initial stages of a social research project.

Class Contact: One one-hour lecture and one one-hour tutorial plus a fieldwork placement totalling 100 hours in agency.


Assessment: Students are required to write one 2000-word essay reflecting on a specific research method, and prepare one 2000-word research proposal for a project in a fieldwork context. Students are required to keep a reflective learning journal of their fieldwork learning experience. Further details of the fieldwork process are contained in the Fieldwork Handbook.

ASC3006 RESEARCH AND FIELDWORK 4

Locations: St Albans.

Prerequisites: ASC2004 - RESEARCH AND FIELDWORK 2

Description: This unit of study focuses on the final stages of the research process, including quantitative and qualitative data analysis, approaches to writing up the final research report, drafting of conclusions and recommendations, and dissemination of findings. Students are also required to give research-in-progress seminars, and individual consultation is given on students' projects. Group discussions of student placement experiences are also an important component of this unit of study. Students will complete the final 100 hours fieldwork placement in the supervising agency.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Use principal methods of quantitative data analysis, including frequencies, percentages, means, cross tabulations and other basic modes of statistical analysis; Present statistical data using charts and tables, including an introduction to the use of SPSS and other software tools for the analysis and presentation of quantitative data; Use principal methods of qualitative data analysis, including matrix methods of describing and analysing qualitative materials; Write a research report for both
specialist and general audiences; Demonstrate experience in a fieldwork context of gathering data and information, analysing the data, writing up a research report, compiling recommendations and disseminating outcomes.

Class Contact: One one-hour lecture and one one-hour tutorial or seminar plus a fieldwork placement totalling 100 hours in agency.


Assessment:

ASC3021 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 5

Locations: St Albans.

Prerequisites: Nil.

Description: The aim of this unit of study is to introduce students to Australian community studies and to the study of specific regions, particularly the western region of Melbourne. The unit begins with a review of concepts of community studies, examines historical studies of the development of urban communities in Melbourne, and then looks in-depth at recent community studies of both urban and rural communities and community development in the western region of Melbourne.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Review concepts of community studies;
- Examine community development approaches both in urban and rural communities;
- Explore current issues of valuing and celebrating cultural diversity and developing community partnerships in local settings, in an age of globalisation.

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


Assessment: Profile of a community development site (10000 words); Class presentation of a community case study; Community case study (3000 words). Project, Profile of a Community Development Site (10000 words), 30%. Presentation, Class Presentation of a Community Case Study, 20%. Case Study, Community Case Study (3000 words), 50%.

ASC3022 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 6

Locations: St Albans.

Prerequisites: Nil.

Description: The aim of this second semester, third-year unit of study is to consolidate students' understanding of some central theoretical and practical aspects of community development strategies and methods. There is particular emphasis on the strategies and dynamics of social action campaigns, and on community development project management. The phases and processes of social action are discussed, including the planning and development phase, the mobilisation phase and alliance-building. Specific methods to be discussed include political lobbying, legal action, media and networking strategies, and non-violent methods of protest and direct action. Students are required to demonstrate that they are successfully able to reflect on and integrate their own practice as community development workers in the context of relevant and appropriate theory, have the ability to plan, implement and evaluate community action campaigns, and have the ability to manage community development projects.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Recognise the importance of 'problematising' an issue thoroughly before a problem can be solved;
- Demonstrate basic searching techniques for material in the library, on electronic data bases, and sources within the community, paying particular attention to use of verbal communication and information from other cultures;
- Demonstrate good habits in written communications, both professionally, (ie. learning thoroughly the academic conventions for referencing all kinds of material so it can be found by others), and by good verbal and written communications to their fellow students and 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.
ASD1571 HUMAN RESOURCE MANAGEMENT IN AGED SERVICES

Locations: City Flinders, Other.

Prerequisites: Nil.

Description: This unit of study provides a sound introduction to the principles and practice of human resource management in aged care organisations. Human resource management is a very broad area and topics covered include: personnel recruitment and selection; staff retention; organisational behaviour; performance management; and industrial relations and legislative requirements for aged service providers.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the importance of human resources in the aged care services; Demonstrate a detailed understanding of human resource issues in the aged care services; Identify human resource policies that relate to aged care services.

Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.


Assessment: Online practical exercises and project business plan 100%.

ASD1650 OPERATIONAL AND MATERIAL RESOURCE MANAGEMENT

Locations: City Flinders, Other.

Prerequisites: ASD1560 - FINANCIAL MANAGEMENT IN AGED SERVICES

Description: Operational and Materials Resource Management is a unit of study designed to provide students with experience and knowledge that reflects, as closely as possible, the workplace environment. This entails students becoming involved in an active learning experience, which provides opportunities for lateral thinking and through collaborative discussion and assessment, evaluate performance and ideas against objective measurements. This unit critically examines traditional procedures and approaches to best business practice and high performance generation. It facilitates strategic planning to ensure robust and appropriate operational measures in a changing and highly regulated aged services organisational environment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand traditional business procedures and approaches; Demonstrate knowledge and understanding of organisational structure and board governance, the roles of the Board and the Executive; Demonstrate practical experience in preparing reports and business plan development procedures; Demonstrate knowledge of operational financial management, human resource planning and management, and purchasing and outsourcing services; Understand, at a basic level, the role of technology and marketing in aged care; Demonstrate adequate knowledge of maintenance systems including fire prevention and protection, communications and security systems; Demonstrate a fundamental understanding of the importance of building design and operational efficiency and Building Code of Australia and Certification.

Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.

Required Reading: Students will be provided with selected study materials.

Assessment: Online exercises and major report 100%.
ASD4000 UNDERSTANDING DEMENTIA: A MULTIDISCIPLINARY PERSPECTIVE

Locations: City Flinders,Other.

Prerequisites: Nil.

Description: This unit of study is focused on the anatomy and physiology of dementia, its behavioural and biomedical treatment and management, and how it impacts on significant others. Topics covered are: cognitive and sensory functioning in normal ageing; cognitive impairment; types of dementia; diagnosis and assessment; behavioural and psychological symptoms of dementia and their management; communication strategies; transitions in care and maintaining lifestyle and daily living.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Adopt a critical, reflective approach to management and practice in dementia services; Understand the course of dementing illnesses (pathway of dementia) that is expected by persons, their families, social and community networks, their workplaces and service providers who support them; Demonstrate knowledge of normal and pathological anatomy, physiology, signs and symptoms of dementia; Demonstrate knowledge of current research into the management and treatment of dementing illnesses.

Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.


Assessment: Online exercises and written assignment(s) 100%.

ASD4001 SOCIAL AND POLITICAL ASPECTS OF AGEING

Locations: City Flinders,Other.

Prerequisites: Nil.

Description: The central aim of this unit of study is to answer the question: How and why do older people become clients of aged and community services, and why are some more likely to become clients than others? This unit will use a sociological framework to examine a number of social transitions of ageing in the context of Australian society and factors affecting outcomes of these transitions for older people. It proceeds to examine the social and political factors which influence policy planning and development in response to the needs that arise in the course of these transitions and the key social determinants that may influence on these social transitions. Particular attention is given to the Commonwealth, State and local governments' roles, policies, legislation and funding for aged services programs including housing, health, employment, retirement benefits and health, community and aged services.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the main transitions of ageing in the context of Australian society and service providers who support them; Demonstrate knowledge of normal and expected by persons, their families, social and community networks, their workplaces and service providers who support them; Demonstrate an understanding of ethical and professional issues in policy development and planning and administration of aged care programs; Demonstrate an introductory knowledge of the issues of guardianship and advocacy for older people.

Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.


Assessment: Life transition study 40%; Written assignment 60%.

ASD4002 QUALITY MANAGEMENT IN AGED SERVICES

Locations: City Flinders,Other.

Prerequisites: Nil.

Description: This unit of study provides students with an introduction to essential concepts and skills in aged services and service management. The unit provides an appreciation of key concepts and principles in establishing effective and efficient best practice in management and management systems; an awareness of the need to develop an integrated approach to quality management in terms of human, technical, legislative and environmental elements; an introduction to the tools and methods of continuous improvement; and an introduction to the implementation and evaluation of quality management in aged services covering residential and community services in the public and private sectors.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate adequate knowledge of theories and concepts of quality management; Demonstrate knowledge of quality management in the aged care services; Understand the contribution of the quality functions towards the Government's accreditation process; Understand the background to policy initiatives on providing quality care to Australian health, welfare, community and residential care programs; Demonstrate adequate knowledge of current Commonwealth, State and local governments' roles, policies, legislation and funding in aged services programs, including housing, health, employment, retirement benefits and incomes towards maintenance of service quality; Demonstrate an understanding of ethical and professional issues in the administration of service quality within their own workplace.

Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.

Required Reading: Students will be provided with selected materials.

Assessment: Online exercises and written assignment(s) 100%.

ASD4005 GRADUATE READINGS IN AGED SERVICES (ELECTIVE)

Locations: City Flinders,Other.

Prerequisites: Nil.

Description: This unit of study will provide the opportunity for students to pursue their own interest in a particular field of study related to understanding the management and context of management skills in aged services. The unit will also extend insight and awareness of the issues pertinent to quality management in aged services in the selected area of reading. In addition to addressing prescribed readings, students will be expected to search the literature for pertinent material and to prepare a comprehensive annotated bibliography on the readings.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: As arranged with unit co-ordinator.

Required Reading: Nil.

Assessment: Annotated bibliography (4500 words) comprising annotations for readings including books, journal articles and reports with a minimum of 12 readings 100%.
ASD4008 MANAGEMENT ETHICS AND SOCIAL RESPONSIBILITY IN AGED SERVICES

Locations: City Flinders, Other.

Prerequisites: Nil.

Description: This unit of study is designed to give students an understanding of ethical issues, which arise when managing facilities and services for older adults. Students will develop a basic understanding of ethical terms, principles and concepts used in the unit readings and an overview of philosophical principles employed in decision-making and policy planning and administration. The unit will address issues relating to: allocation of resources; policy and practice in residential and community care, eg. restraint; non-compliance; not-for-resuscitation orders; dying with dignity; ethics in business; family/surrogate or community responsibility for care; research and older people; and quality of life issues. The syllabus will also include discussions on institutional ethics committees and their establishment and role within different institutional and community settings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate an awareness of theoretical frameworks underlying arguments and decision-making in ethics; Demonstrate a basic knowledge of ethical concepts; Identify key ethical issues in aged services and dementia care; Distinguish between legal and ethical issues and their interrelation; Understand the distinction between personal opinion and ethical reasoning; Assess and analyse relevant elements in ethical dilemmas and contribute to problem-solving in the aged services and dementia care settings; Demonstrate an awareness of the professional approaches to competence for ethical decision-making and informed consent; Understand the ethical issues related to an organisational culture; Critically reflect on advanced directives in the context of ethical decision-making; Demonstrate an awareness of the imperative of integrity in business management in aged services and ability to operate ethically; Take leadership in promoting and facilitating policy and guidelines for ethical practice in aged and dementia care services.

Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.

Required Reading: To be advised by lecturer.

Assessment: Case study presentation and report 40%; Written assignment (3000 words) 60%.

ASD4102 PERSON-CENTRED APPROACHES TO DEMENTIA SERVICES

Locations: City Flinders, Other.

Prerequisites: ASD4000 - UNDERSTANDING DEMENTIA: A MULTIDISCIPLINARY PERSPECTIVE

Description: The focus of this unit of study is on enabling person-centred approaches in services and organisations whose clients are people with dementia. This unit examines how a person's individuality and uniqueness is part of a larger system, and how organisations can operate and work within the system to ensure a person-centred approach to the provision of care and services. Topics covered include: an understanding of the rapidly developing bureaucracy surrounding dementia as a national priority; integrated service models of care provision; systems context and construction of a person-centred service; health promotion and community education strategies; isolation and functional interdependence; community capacity building; understanding diversity; person-centred plans and evaluative planning styles; and service frameworks for a person-centred dementia specific service.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Critically reflect on current care practices within their own work setting and identify areas deficient in the provision of person-centred care; Design, implement and facilitate person-centred care and case management practices that enhance the quality of life and wellbeing of the person with dementia, and his/her family and/or relatives, friends and community; Plan and implement appropriate best practice in residential facility and community settings.

Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.

Required Reading: Students will be provided with selected study materials.

Assessment: Online exercises and written assignments 100%.

ASD4105 LEADERSHIP, INNOVATION AND CHANGE

Locations: City Flinders, Other.

Prerequisites: Nil.

Description: During the next decades of the 21st century, the global ageing of populations will challenge every nation’s ability to ensure leadership by qualified health professionals and managers to reshape and improve health care delivery systems. This unit of study will explore the attributes of the professional leader-manager in community, aged and dementia specific services. It begins by examining the theoretical approaches to styles of leadership to address issues such as change management, teamwork, communication skills and innovative models and strategies directed towards client-centred care. It proceeds to examine how leaders within the industry can validate and increase the knowledge base of the field and apply an evidence-based approach to best practice in a diverse and multicultural environment of community, aged and dementia specific services.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate knowledge, skills and attitudes required by a professional leader-manager in aged and dementia specific care and services; Demonstrate knowledge of the theories and styles of leadership; Use leadership skills to facilitate best practice in aged and dementia specific care; Facilitate workplace communication and conflict management; Identify and respond appropriately to actual, and potential, issues or practices impacting on the attainment of a quality delivery of services for all consumers; Demonstrate the principles of evidence-based health service evaluation to enhance a critical, reflective approach to learning and practice in dementia services.

Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.

Required Reading: Students will be provided with a selected reading list.

Assessment: Case study report and written assignment 100%.

ASD4106 DEMENTIA PROJECT: PRACTICAL EXPERIENCE FOR SERVICE PROVIDERS

Locations: City Flinders, Other.

Prerequisites: ASD4000 - UNDERSTANDING DEMENTIA: A MULTIDISCIPLINARY PERSPECTIVE

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 will bring together key aspects of the prerequisite units to enable students to identify and apply knowledge, insights and skills to their workplace project. Students will submit a project proposal for approval by the course co-ordinator. This will be endorsed by the manager of the relevant facility, service or organisation. In order to complete their project, students will be provided with unit criteria based on the overall course objectives and the key aspects of the prerequisite units.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
 Critically evaluate service provision and identify the opportunities for improvement; Plan, develop and report on innovative programs and projects, and define areas for further research; Liaise and communicate effectively with other professionals in the field.

Class Contact: Two-hour seminars for on-campus students and online for off-campus students.

Required Reading: To be advised by lecturer.

Assessment: Report, Personal journal based on reflective experience and written project report (4000 words), 100%.

ASD4107 HUMANISTIC DESIGN FOR PERSONS WITH DEMENTIA

Locations: City Flinders, Other.

Prerequisites: ASD4000 - UNDERSTANDING DEMENTIA: A MULTIDISCIPLINARY PERSPECTIVE

ASD4102 - PERSON-CENTRED APPROACHES TO DEMENTIA SERVICES

Description: This unit of study provides students with an understanding of the design and assessment of physical environments for persons with dementia, and development of appropriate design solutions for this population. Designed physical environments are discussed in relation to theory of place, ageing in place and age-related changes in sensory, perceptual and cognitive functioning. Specific environments include the home environment, residential facilities, public buildings, hospitals, shopping centres, outdoor gardens and the urban forms. Issues of falls and risk of injury, way finding, wandering, disorientation and behaviours of concern are addressed. Designed environments are also considered from the perspective of a workplace, recreation or living space for other stakeholders.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Assess and evaluate the design of environments used by persons with dementia; Identify aspects for improvement; Communicate recommendations to colleagues and design professionals.

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

Required Reading: Students will be provided with selected study materials.

Assessment: Assignment, Online exercises and written assignments, 100%.

ASD5002 LITERATURE REVIEW IN AGED SERVICES MANAGEMENT

Locations: City Flinders, Other.

Prerequisites: ASD4000 - UNDERSTANDING DEMENTIA: A MULTIDISCIPLINARY PERSPECTIVE

ASD4102 - PERSON-CENTRED APPROACHES TO DEMENTIA SERVICES

Description: This unit of study enables students to extend their knowledge and skills in an area of professional interest in aged services. Students will conduct a literature review normally relevant to the topic selected for their minor thesis or collaborative research project. Students will survey the literature including government and policy reports, texts, journals demonstrating ability to access a range of media sources and data bases. Students will interpret, critically analyse and discuss findings in the literature and define a question suitable for research in the Minor Thesis or Collaborative Research Project. Students will gain experience in developing structure and writing a proposal and thesis.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Investigate and provide sources of ideas on topics related to aged services; Provide the relevant context for their study; Utilise sources of information on research already done by others; Show where their study ‘fits’ what is known about the topic; Compare and contrast different authors’ views of the topic; Critique methodological or theoretical ideas; Make clear the relationship of previous research to their own topic; Utilise information that is an integral or supportive part of the research; Appreciate various theoretical interpretations of the findings of past studies and understand methodological issues of past studies; Recognise the gaps in current understandings of the topic in question.

Class Contact: Two hours per week have been allocated to this unit of study in semester one.

Required Reading: To be advised by lecturer.

Assessment: Report, Written report (5000 words), 100%.

ASD5004 MINOR THESIS (FULL-TIME)

Locations: City Flinders.

Prerequisites: Nil.

Description: This Minor Thesis unit of study is intended to provide students with an opportunity to undertake independent inquiry into an area of personal interest, applicable to aged services management. The student normally will carry out the research project previously proposed in ASD5001. The Minor Thesis should reflect the whole research process from identification of a problem, the literature review, the critique and reflection of relevant data, data collection and analysis, interpretation and discussion of results and reporting at a standard commensurable with a Master’s degree award. There will be one internal supervisor, from a relevant area of the Faculty of Human Development.

Credit Points: 48

Learning Outcomes: To be advised.

Class Contact: Individual contact with supervisor(s). Students and supervisors will make mutually agreed arrangements for discussion of thesis progress. Full-time students will be required to commit approximately 13 hours per week over one semester to research. Part-Time students will be required to commit at least six hours per week over two semesters.

Required Reading: Readings will be recommended by the supervisor relevant to the selected topic in addition to readings researched by students.

Assessment: Research thesis (15,000-20,000 words) 100%. Examination of the thesis will be by one internal academic staff member and one external examiner.

ASD5006 INDUSTRY-BASED PROJECT (FULL-TIME)

Locations: City Flinders, Other.

Prerequisites: Nil.

Description: Students will develop a proposal to reflect an area of investigation that has the potential to enhance their professional development and to contribute to the knowledge base within the aged care sector. Students will then implement a project such as the development of a manual, service program, policy, or a critical evaluation of services against standards and industry benchmarks. The topic that is chosen should allow the student to demonstrate the ability to define a problem, develop a methodology appropriate to the unit of study and apply it to the project criteria. Good data collection and analysis skills will need to be demonstrated. The project should also demonstrate a high level of written communication skills, mode evident by the submission of a suitably formatted project in which the topic is described in detail, results, discussion and conclusion elaborated. Where possible, students will be encouraged to choose a project topic that would involve the collaboration of other staff within their place of employment. Students will nominate a supervisor in the workplace who will perform the role of a mentor/resource person. The supervisor
will liaise with the University Principal Investigator for the project. Students may be required to attend seminar presentations, as specified by the supervisor at the commencement of the unit.

Credit Points: 48

Learning Outcomes: To be advised.

Class Contact: Approximately equivalent to 13 hours per week over one semester or 6.5 hours per week over two semesters.

Required Reading: To be advised by supervisor.

Assessment: Project report (15,000-20,000) 100%. Examination of the project will be by one internal academic staff member and one external examiner from an area of appropriate expertise.

ASD5016 INDUSTRY-BASED PROJECT (PART-TIME)

Locations: City Flinders, Other.

Prerequisites: Nil.

Description: Students will develop a proposal to reflect an area of investigation that has the potential to enhance their professional development and to contribute to the knowledge base within the aged care sector. Students will then implement a project such as the development of a manual, service program, policy, or a critical evaluation of services against standards and industry benchmarks. The topic that is chosen should allow the student to demonstrate the ability to define a problem, develop a methodology appropriate to the unit of study and apply it to the project criteria. Good data collection and analysis skills will need to be demonstrated. The project should also demonstrate a high level of written communication skills, made evident by the submission of a suitably formatted project in which the topic is described in detail, results, discussion and conclusion elaborated. Where possible, students will be encouraged to choose a project topic that would involve the collaboration of other staff within their place of employment. Students will nominate a supervisor in the workplace who will perform the role of a mentor/resource person. The supervisor will liaise with the University Principal Investigator for the project. Students may be required to attend seminar presentations, as specified by the supervisor at the commencement of the unit.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Approximately equivalent to 13 hours per week over one semester or 6.5 hours per week over two semesters.

Required Reading: To be advised by supervisor.

Assessment: Project report (15,000-20,000) 100%. Examination of the project will be by one internal academic staff member and one external examiner from an area of appropriate expertise.

ASD7000 THESIS (FULL-TIME)

Locations: Other.

Prerequisites: Nil.

Description: In this unit of study, students negotiate a project/research of use and value to them and their work-related development with their supervisor(s).

In particular students will: define their research/project topic related to/or contextualised within the workplace; develop a comprehensive literature review; develop a suitable methodology, data collection and data analysis; develop an ethics application; carry out data collection and analysis; provide a derivation of conclusions and recommendations; present a professionally prepared thesis of doctoral level for examination.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to: Produce an original project/research on professional practice at doctoral level for examination. This research project will contribute significant knowledge to the practice/organisational context of the workplace in an accessible form for practitioners.

Class Contact: Regular meetings with supervisor/s and peer group will be expected. Attendances at OPOR 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.

ASD7001 THESIS (PART-TIME)

Locations: Other.

Prerequisites: Nil.

Description: In this unit of study, students negotiate a project/research of use and value to them and their work-related development with their supervisor/s.

In particular students will: define their research/project topic related to/or contextualised within the workplace; develop a comprehensive literature review; develop a suitable methodology, data collection and data analysis; develop an ethics application; carry out data collection and analysis; provide a derivation of conclusions and recommendations; present a professionally prepared thesis of doctoral level for examination.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: Produce an original project/research on professional practice at doctoral
Learning Outcomes: On successful completion of this unit, students are expected to be able to: demonstrate knowledge of the social impact of cultural displacement and the social designation refugee; discuss the effect of colonial settlement on the cultural safety and competence are examined and the direction of current health policy and practice critically appraised.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: demonstrate knowledge of the social impact of cultural displacement and the social designation refugee; discuss the effect of colonial settlement on the cultural safety and competence are examined and the direction of current health policy and practice critically appraised.

Credit Points: 12

ASE1101 HEALTH & DIVERSITY IN A GLOBAL CONTEXT

Locations: St Albans, Other.

Prerequisites:

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

ASE1325 SOCIOLOGY OF INDIGENOUS HEALTH

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study includes an examination of: the value of sociological approaches for understanding Indigenous health issues; the historical and social contours of current Indigenous health disadvantage; significance of past and present policies (protection, assimilation, self determination) on Indigenous communities; epidemiological profile of Indigenous health in contemporary Australia; morbidity, mortality; limitations of the biomedical tradition in relation to Aboriginal and Torres Strait Islander populations; social and medical requirements for improving 'Aboriginal' health status; and innovative initiatives and strategies within 'Aboriginal' health policies and service provision.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: demonstrate knowledge of the social impact of colonial settlement on the cultural organisation and health of different indigenous populations within Australia; illustrate how different policy approaches and practices have shaped and framed social and health outcomes within Australia; discuss what is meant by the biomedical model; develop a critique of the limitations of a purely biomedical approach; demonstrate a clear understanding of the contours and principal health issues confronting immigrant populations and indigenous communities; understand the importance of culturally appropriate nursing and health services and modes of delivery; be familiar with terms such as cultural safety and cultural competence; identify gaps within the current provision of medical and health care services and strategies; recognise the plurality of issues within the provision of health care to ethnically diverse communities and appreciate the significance of particular cultural knowledge and practices; and develop interpretive skills with respect to the formation and delivery of nursing and health services within socially diverse communities.

Credit Points: 12

ASE131 INTRODUCTION TO SOCIOLOGY

Locations: St Albans.

Prerequisites: Nil.

Description: The aim of this unit of study is to introduce nursing students to the major concepts in sociology. It aims to develop an awareness of social, cultural and historical contexts in which issues of health and illness impact on the practice of nursing and on the distribution and delivery of health care in Australia. It situates the examination of health care issues within an exploration of critical sociological perspectives. In particular, it examines the distribution of health and illness, the nursing profession and the health care system, and their relationship to social class, gender, ethnicity and religion, as these categories are articulated in the Australian community. It also offers a sociological critique of the dominant paradigms of medical practice.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: A total of 48 hours over one semester comprising lectures, 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%.

ASE1101 HEALTH & DIVERSITY IN A GLOBAL CONTEXT

Locations: St Albans, Other.

Prerequisites:

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

ASE1325 SOCIOLOGY OF INDIGENOUS HEALTH

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study includes an examination of: the value of sociological approaches for understanding Indigenous health issues; the historical and social contours of current Indigenous health disadvantage; significance of past and present policies (protection, assimilation, self determination) on Indigenous communities; epidemiological profile of Indigenous health in contemporary Australia; morbidity, mortality; limitations of the biomedical tradition in relation to Aboriginal and Torres Strait Islander populations; social and medical requirements for improving 'Aboriginal' health status; and innovative initiatives and strategies within 'Aboriginal' health policies and service provision.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: demonstrate knowledge of the social impact of colonial settlement on the cultural organisation and health of different indigenous populations within Australia; illustrate how different policy approaches and practices have shaped and framed social and health outcomes for Indigenous communities across Australia; Demonstrate a clear understanding of the contours and principal health issues confronting Indigenous communities; the social designation refugee; discuss the effect of colonial settlement on the cultural safety and competence are examined and the direction of current health policy and practice critically appraised.

Credit Points: 12

ASE131 INTRODUCTION TO SOCIOLOGY

Locations: St Albans.

Prerequisites: Nil.

Description: The aim of this unit of study is to introduce nursing students to the major concepts in sociology. It aims to develop an awareness of social, cultural and historical contexts in which issues of health and illness impact on the practice of nursing and on the distribution and delivery of health care in Australia. It situates the examination of health care issues within an exploration of critical sociological perspectives. In particular, it examines the distribution of health and illness, the nursing profession and the health care system, and their relationship to social class, gender, ethnicity and religion, as these categories are articulated in the Australian community. It also offers a sociological critique of the dominant paradigms of medical practice.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: A total of 48 hours over one semester comprising lectures, 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%.
ASH1001 WORLD HISTORY 1

Locations: St Albans, Footscray Park.

Prerequisites: 

Description: The paired units, World History 1 and 2, take a broad, synoptic view of world history, structured to emphasise the distinctive contributions and remaining legacies of particular civilisations and historical movements. Several key debates run through all the topics. What is patriciancy 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: Lecturer to advise on book of readings
Book of readings

Assessment: Essay, Essay, 50%. Test, Test, 30%. Tutorial Participation, Tutorial Participation, 20%. A 2,000 word essay on topics set by the lecturer, requiring the use of both primary and secondary sources and including correct citations and bibliography; tutorial participation, measured principally by attendance; a 30 item in class test with some multiple choice and open ended questions.

ASH1002 WORLD HISTORY 2

Locations: St Albans, Footscray Park.

Prerequisites: ASH1001 - WORLD HISTORY 1

Description: The paired units, World History 1 and 2, take a broad, synoptic view of world history, structured to emphasise the distinctive contributions and remaining legacies of particular civilisations and historical movements. Several key debates run through all the topics. What is patriciancy 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 Book of Readings (available at VU bookshop)

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.

Class Contact: Equivalent to two hours per week comprising of workshops and lectures.


Assessment: ICT (Wiki, Web sites), Students will contribute to a wiki, 30%. Report, Students will write a report of their interview, 50%. Project, Students will reflect on their report, 20%. Total effective word limit 3000 words

ASH2002 HISTORIES OF IMMIGRANT AUSTRALIA

Locations: Footscray Park.

Prerequisites: Nil.

Description: Australia is the product of significant waves of immigration whose history is contested. The institutions built by immigrants provide a physical fabric within which to inscribe these remembered and written histories.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate skills in researching the history of social groups, including their own; Demonstrate fresh insights into the historiographical and conceptual
decolonial counter-narratives in history; Practise new applications in multimedia and traditional printed media; Present their findings to community groups in spoken form; Interpret material culture 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: St Albans, Footscray Park.

Prerequisites:

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: Describe and characterize the role of war in Australian history Analyse key primary sources in the military history of Australia Debate and discuss one or more of the main themes in Australia’s military history

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

Required Reading: Unit Readings as collated by the lecturer.

Assessment: Presentation, Oral presentation, 30%. Essay, Long answer questions, 40%. Test, End of semester - short answer questions, 30%. Total effective word limit 3000 words

ASH4001 HONOURS THESIS (FULL-TIME)

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: The Honours Thesis is designed to be an educational experience that gives students the opportunity to conceptualise, design, implement and evaluate a specific research project. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline’s body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher. The thesis should be approximately 12,000-15,000 words in length and is expected to demonstrate a thorough familiarity with the literature in the relevant area, a sound understanding of the relevant concepts and, where appropriate, the application of relevant theory or method and ethics approval. The thesis requires independent supervised research. Students may extend areas of interest covered earlier in their academic career, but the work which constitutes the thesis must be entirely new. Students are required to certify that the substance of the thesis is their own work and supervisors are required to confirm that, to the best of their knowledge, this is the case. The thesis must have a clear hypothesis or objectives and develop well-documented arguments and/or data to support the hypothesis.

Credit Points: 24

Learning Outcomes: On completion of this unit, students will be able to: Have developed and used the skills necessary to conduct a research project; Have developed the skills needed to present a formal written thesis; Be able to demonstrate an understanding of the depth and breadth of knowledge and skills associated with a particular research area.

Class Contact: The research process will be monitored by regular meetings with the supervisor in light of the agreed-upon project proposal.

Required Reading: The student’s selection and preparation of a detailed literature review of books/articles is an integral component of the Honours Year

Assessment: The final thesis will be examined by two academics with expertise in the specific area of the research. These may be internal or external to the School and will not include the supervisor. This examination will constitute 100% of the assessment Dissertation, 12,000-15,000 word thesis, 100%.

ASH4002 HONOURS THESIS (PART-TIME)

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: The Honours Thesis is designed to be an educational experience that gives students the opportunity to conceptualise, design, implement and evaluate a specific research project. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline’s body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher. The thesis should be approximately 12,000-15,000 words in length and is expected to demonstrate a thorough familiarity with the literature in the relevant area, a sound understanding of the relevant concepts and, where appropriate, the application of relevant theory or method and ethics approval. The thesis requires independent supervised research. Students may extend areas of interest covered earlier in their academic career, but the work which constitutes the thesis must be entirely new. Students are required to certify that the substance of the thesis is their own work and supervisors are required to confirm that, to the best of their knowledge, this is the case. The thesis must have a clear hypothesis or objectives and develop well-documented arguments and/or data to support the hypothesis.

Credit Points: 24

Learning Outcomes: On completion of this unit, students will be able to: Have developed and used the skills necessary to conduct a research project; Have developed the skills needed to present a formal written thesis; Be able to demonstrate an understanding of the depth and breadth of knowledge and skills associated with a particular research area.

Class Contact: The research process will be monitored by regular meetings with the supervisor in light of the agreed-upon project proposal.

Required Reading: The student’s selection and preparation of a detailed literature review of books/articles is an integral component of the Honours Year

Assessment: The final thesis will be examined by two academics with expertise in the specific area of the research. These may be internal or external to the School and will not include the supervisor. This examination will constitute 100% of the assessment Dissertation, 12,000-15,000 word thesis, 100%.

ASH4004 HONOURS RESEARCH: THEORY, METHOD AND DEBATES

Locations: St Albans, Footscray Park.

Prerequisites:

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: Nil.

Description: This unit of study examines the ways in which knowledge is structured and transmitted in sociological debates. Attention will be paid to interpretative and methodological problems in particular areas of study relevant to the student’s honours thesis.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate an increased ability to recognise various theoretical underpinnings of particular kinds of analytical applications within the social sciences; Recognise and demonstrate the potential different kinds of conceptual and theoretical frameworks of their own research projects.

Class Contact: This unit of study will be offered by directed-study and/or seminars.

Required Reading: To be determined in consultation with the student.

Assessment: Essay, Reflective (3500 words), 50%. Presentation, Seminar paper (2000 words), 50%.

ASH5001 COMMUNITY SERVICES (IDEOLOGIES IN PRACTICE)

Locations: Footscray Park.

Prerequisites: Nil.

Description: The major content of this unit will cover: the epistemology and the disciplinary positioning of social theory or theories; the social, cultural, political, historical positioning of current social science theories; an exploration of the ideas of intellectual thinkers of the social; an examination of theories regarding gender, ‘race’, ethnicity and Indigenous knowledge; examination of current debates in the context of the social sciences relating to the community services sector more generally; an identification of how professional knowledge is constructed. Linking theories with practice will underscore all content.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Critically understand social theories and how they reflect changes in thinking; Connect theory development, research and scholarship; Engage with relevant theories through critically applying them to a variety of social phenomena; Critique theories of the social and critically situate theories within their social, cultural, political and historical contexts; Identify how knowledge is constructed and recognise the ambiguity inherent in social science knowledge and its application to community service practice.

Class Contact: In selected format averaging three hours per week.


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.
AS1001 SOURCES OF ASIAN TRADITIONS

Locations: Footscray Park.

Prerequisites: Nil.

Description: 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 various Asian countries. 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: Textbooks will be supplemented with online readings via VU Library’s Electronic Reserve. The first listed text, Literatures of Asia is also used in ASI1001 (purchase of this text is recommended). The second listed text is available online as an e-book through VU Library and therefore purchase is not required. Literatures of Asia: from antiquity to the present, Barnstone, T 2003, Upper Saddle River, NJ: Prentice Hall Asia: cultural politics in the global age, Birch, D (et al) 2001, James Bennett Little Crows Nest, NSW: Allen & Unwin

Assessment: Exercise, Weekly textbook questions, 40%. Presentation, Presentation plus report (1000 words), 30%. Examination, Written examination (2 hours): short answer and reading-response questions, 30%. Total effective word limit 3000 words

AS1002 SOURCES OF ASIAN MODERNITIES

Locations: Footscray Park.

Prerequisites: Nil.

Description: Spanning countries from across the region, this introductory Asian Studies unit uses objects, images and events from the art, literature and history of the 19th and 20th centuries to explore the major processes of cultural and social modernisation in Asia. Students learn to investigate the origins of industrialisation, colonialism, postcolonialism and globalisation as well as the rise of cultural and social forces such as secularism, individualism, urbanisation, alienation, mass culture and postmodernity. Students also develop tools for cultural and social critique that allows them to analyse and understand the diverse trajectories of Asian cultural history.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate understanding of the Asian region’s historical role in the creation of the modern world; Analyse cultural and social artefacts and texts in terms of class, gender and national discourses; Understand the diversity of conditions and forces shaping human cultures and societies; Demonstrate knowledge and skills for continuing advanced study of Asian cultures and societies.

Class Contact: Two one-hour lectures and one one-hour tutorial.

Required Reading: The first listed text, Literatures of Asia is also used in ASI1001 (purchase of this text is recommended). The second listed text is available online as an e-book through VU Library and therefore purchase is not required. Literatures of Asia: from antiquity to the present, Barnstone, T 2003, Upper Saddle River, NJ: Prentice Hall Asia: cultural politics in the global age, Birch, D (et al) 2001, James Bennett Little Crows Nest, NSW: Allen & Unwin

Assessment: Review, Three reviews of selected works of Asian literature or art (3 x 400 words, 15% each), 45%. Essay, Major essay (1500 words), 55%.

AS1003 CRIMINAL JUSTICE SYSTEM

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:

- Recognise and engage with different kinds of conceptual tools that can be used to analyse the operations of the Australian criminal justice system and comparable justice systems in other parts of the world;
- Apply analytical tools productively in a way that engages with present challenges and aspects of change in the justice systems.

Class Contact: One one-hour lecture and one one-hour tutorial per week, plus three hours of web-based learning per semester. 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.

**ASL2001 TECHNOLOGY AND LAW**

Locations: Footscray Park.

Prerequisites: ASS1001 - SOCIOLOGY 1A: INTRODUCTION TO SOCIOLOGY

ASS1002 - SOCIOLOGY 1B: MANAGING NORMALITY

OR ASS1051 and ASS1052

Description: This unit of study traces the emergence of forensic technologies, from Bertillonage and fingerprinting to DNA profiling and brain imaging techniques, in the context of the policing and detecting of crime; the production and presentation of evidence, and their effects upon penal policy and sentencing. The unit of study focuses on a number of locations, including the forensic laboratory and the courtroom, but also the science museum and popular TV crime shows, as sites within which specific technologies establish their legitimacy as tools for the pursuit of criminal justice. Students are asked to engage with a body of contemporary scholarship, constituted, in particular, from within the discipline of science and technology studies, which suggests that these are complex spaces warranting careful critical analysis. *This unit can only be identified as a Sociology unit for students enrolled in ABSL Bachelor of Arts (Legal studies), ABSN Bachelor of Arts (Advocacy and Mediation) and BLAA (Bachelor of Laws/Bachelor of Arts).

Credit Points: 12

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

- Demonstrate a foundational understanding of ethics as the unit 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.

**ASL3002 LAW AND GOVERNANCE**

Locations: Footscray Park.

Prerequisites: ASS1001 - SOCIOLOGY 1A: INTRODUCTION TO SOCIOLOGY

ASS1002 - SOCIOLOGY 1B: MANAGING NORMALITY

OR ASS1051 and ASS1052

Description: This unit of study draws on modern social theory to trace the interrelation between law and systems of governance. The approach, taken through a range of case studies and specialist literature, is to examine law and policy as attempts to intervene in certain problem areas of social life that need to be regulated and managed. Particular topics include: law as governance, risk management and punishment, the medicalisation of crime, law, power and family. Students will be expected to demonstrate a knowledge and understanding of the law as a set of techniques for intervening in the way society is governed and to use this understanding in the conduct of their own research.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week consisting of one one-hour lecture and one one-hour tutorial/seminar, plus three hours of web-based learning per semester.

Required Reading: To be advised by lecturer.

Assessment: Two seminar papers 50%; Major essay 50%.

**ASL5001 CRIME POLICY AND POLITICS**

Locations: Footscray Park.

Prerequisites: Nil.

Description: According to the media, crime tends to be defined primarily as ‘street crime’. Such crime is thus associated with personal terror and fear, and violence is seen as central. Crime is sensationalised, with important implications for the fear of crime among certain sections of the population. This fear is heightened by the way in which crime is seen as random in nature, with anyone and everyone a possible target for victimisation. As well, there is often the idea that crime is related to
morality, and specifically to the decline of that morality. What is ‘wrong’ is plain for all to see. Furthermore, the ‘criminal’ is distinctive and identifiably different from everyone else in society. Overall, the idea is that there is a continuing ‘law and order’ problem in society, and that things are constantly getting worse’. This unit of study content includes: a study of recent trends in penal policies and statistical trends in arrest, sentencing and incarceration; a critique of law and order politics; comparative approaches to crime control; the history and sociology of crime control techniques; policing, legislation and media representations.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Two hours per week classroom teaching, or a combination of class and online tuition.


Assessment: Preliminary assignment 20%; Research paper (4500 words) 80%.

ASLS002 SPACES OF INCARCERATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study 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%.

ASLS003 SOCIAL STUDIES OF FORENSIC SCIENCE

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to introduce students to the tools of academic inquiry developed largely in the context of science and technology studies and invites students to turn a critical eye upon some of the contemporary commonsense models via which the relationship between science and the criminal justice system is often articulated. The unit aims to explore perceived tensions between the popular and the real, the collegial and the adversarial, lay understandings and professional scientific expertise. The unit traces the passage of scientific and technological 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%.
Class Contact: Two hours per week classroom teaching or a combination of class and online tuition.


Assessment: Preliminary assignment 20%, Research paper (4500 words) 80%.

ASL6001 MINOR THESIS (FULL-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is a compulsory component of the Masters program. Each student will be required to negotiate with their supervisor on a satisfactory project that encompasses the learning outcomes of the unit. The aim of the unit is to provide students with the opportunity to undertake a substantial piece of independent work on a chosen topic to be negotiated between the student and the supervisor. A topic may be undertaken that addresses a relevant theme or issue concerning the profession or work situation.

Credit Points: 24

Learning Outcomes: To be advised.

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

Required Reading: To be advised by lecturer.

Assessment: Work equivalent to 15,000 words.

ASL6002 MINOR THESIS (PART-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is a compulsory component of the Masters program. Each student will be required to negotiate with their supervisor on a satisfactory project that encompasses the learning outcomes of the unit. The aim of the unit is to provide students with the opportunity to undertake a substantial piece of independent work on a chosen topic to be negotiated between the student and the supervisor. A topic may be undertaken that addresses a relevant theme or issue concerning the profession or work situation.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: To be advised.

Required Reading: To be advised by lecturer.

Assessment: Thesis, Work equivalent to 15,000 words, 100%.

ASL6003 METHODS OF INQUIRY: CRIMINOLOGICAL, SOCIAL, ETHICAL (FULL-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include: a survey of legislation, charters, declarations and rules governing the conduct of public institutions; the development of the various aspects of human rights as encompassed in the above decisions and documents; the philosophical principles enunciated in the above that are held to determine ethical conduct; a survey of major shifts in public policy in relation to the criminal justice system in Australia and the rationales and political requirements underpinning these changes; a study of methods of historical inquiry, statistical methods in criminology, and a study of the methodologies deployed in ethical decision-making.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: To be advised.

Required Reading: To be advised by lecturer.

Assessment: Preliminary assignment 20%; Research paper (4500 words) 80%.

ASL6004 METHODS OF INQUIRY: CRIMINOLOGICAL, SOCIAL, ETHICAL (PART-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include: a survey of legislation, charters, declarations and rules governing the conduct of public institutions; the development of the various aspects of human rights as encompassed in the above decisions and documents; the philosophical principles enunciated in the above that are held to determine ethical conduct; a survey of major shifts in public policy in relation to the criminal justice system in Australia and the rationales and political requirements underpinning these changes; a study of methods of historical inquiry, statistical methods in criminology, and a study of the methodologies deployed in ethical decision-making.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: To be advised.

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

Learning Outcomes: To be advised.

Class Contact: Normally three hours per week, consisting of one one-hour lecture and one two-hour workshop.
Required Reading: To be advised by lecturer.
Assessment: Essay (3000 words) analysing a mediated dispute 50%; Assessed role-play 50%. Students are expected to have 80% attendance at lectures and workshops.

ASM2002 RESTORATIVE JUSTICE

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study looks at the emergence of restorative justice programs as an approach to "repairing the harm" and considers a range of programs from Australia, New Zealand and Canada that fall under the restorative umbrella. The aim is to investigate claims that these approaches have a range of beneficial outcomes, including crime prevention, community and victim involvement which are not achievable within retributive and rehabilitative models. Given the interest in restorative justice in programs involving young offenders and Indigenous peoples, the unit of study will consider the opportunities and limitations of restorative justice strategies in diverse societies.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: Understand the conceptual parameters of restorative justice; Understand the lines of 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,
Assessment: Assignment, Short assignment (1000 words), 20%; Project, Group project, 40%. Essay, Major essay (2500 words), 40%. Students are expected to have 80% attendance at lectures and workshops.

ASM3001 ADVOCACY AND MEDIATION INTERNSHIP 1

Locations: Footscray Park.
Prerequisites: ASM2002 - RESTORATIVE JUSTICE
Description: The completed Internship (ASM3001 and ASM3002) units of study will include 200 hours at an appropriate agency or organisation. Students will be required to complete a series of tasks that are oriented and integral to the work of the agency or organisation (see assessment task).

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate experience gained in work and agency settings where the skills of advocacy and mediation are deployed, or might usefully be deployed; Work both independently and as part of a team; Demonstrate record keeping skills (log of hours and learning journal), time management (project work use of diary); Understand document management.

Class Contact: One hour per fortnight workshop on-campus. University supervision staff will make a minimum of one visit to each student at their placement per semester (two for the internship as a whole).

Required Reading: BA (Advocacy and Mediation) Internship Manual.
Assessment: Completion of the internship contract in consultation with the agency supervisor and University supervisor; Log of hours as submitted by the student and confirmed by the agency supervisor at the end of each semester and at the conclusion of the internship; Learning journal involving a minimum of six substantive entries shown to the University supervisor at the end of each semester (12 entries by the conclusion of the internship); Preliminary draft/plan of the 2500 word internship final report. The unit of study will be graded as satisfactory or unsatisfactory.

ASM3002 ADVOCACY AND MEDIATION INTERNSHIP 2

Locations: Footscray Park.
Prerequisites: ASM3001 - ADVOCACY AND MEDIATION INTERNSHIP 1
Description: The completed Internship (ASM3001 and ASM 3002) units of study will include 200 hours at an appropriate agency or organisation. Students will be required to complete a series of tasks that are oriented and integral to the work of the agency or organisation (see assessment task). The Internship will also include the Capstone Task as part of the assessment.

Credit Points: 12
Learning Outcomes: To be advised.
Class Contact: One hour per fortnight workshop on-campus. University supervision staff will make a minimum of one visit per semester to each student at their placement (two for the internship as a whole).

Required Reading: To be advised.
Assessment: Completion of the internship contract in consultation with the agency supervisor and University supervisor; Log of hours as submitted by the student and confirmed by the agency supervisor at the end of each semester and at the conclusion of the internship; Learning journal involving a minimum of six substantive entries shown to the University supervisor at the end of each semester (12 entries by the conclusion of the internship); Preliminary draft/plan of the 2500 word internship final report. The unit of study will be graded as satisfactory or unsatisfactory.

ASM6000 PROFESSIONAL THESIS (FULL-TIME)

Locations: Other.
Prerequisites: Nil.
Description: In this unit of study, students negotiate a project/research of use and value to them and their work-related development with their supervisor/s. In particular students will: define their research/project topic and appropriate methodology; develop ethics application; carry out data collection and analysis; and present a professionally prepared thesis for examination.

Credit Points: 48
Learning Outcomes: On successful completion of this unit, students will be able to: Produce a project/research on a 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. Attendances at OFGR 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.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Define terrorism; Identify and discuss the different kinds of terrorism (state terrorism, state-sponsored terrorism and private terrorism) with contemporary and historical examples; Identify the key debates about the causes of terrorism; Critically discuss the ‘Global War on Terror’; Identify understanding of what might be done to prevent terrorism; Discuss terrorism in relation to Australian foreign policy;

Class Contact: One hour lecture and one hour tutorial per week

Required Reading: ASP2001 Book of Readings prepared by the lecturer. The readings will be compiled in part from the recommended reading list.

Assessment: Essay, Plan/bibliographic exercise, 20%. Essay, Major essay (2000 words), 60%. Examination, Exam, 20%. Total effective word limit 3000 words
ASS1001 RESEARCH (PART-TIME)

Locations: St Albans.
Prerequisites: Nil.
Description: This introductory unit of study in Sociology 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 of study examines processes of social change and Sociology 1A 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 of study 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 both collectively and individually.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Think about our society in a structured and critical way and be conversant with a number of different theoretical perspectives, which are central to sociology as a discipline; Better understand the diversity of our society, having been provided with an overview of the key social and political issues; Demonstrate a foundational capacity to borrow theoretical tools and concepts offered within the discipline of sociology and to recognise an experiment with their applicability to problems beyond the classroom; Effectively express an argument that is supported by evidence and tackle sociological issues both collectively and individually.

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


Assessment: Assignment, Preliminary assignment, 20%. Exercise, Tutorial based exercises, 50%. Examination, End of Semester, 30%.

ASS1051 SOCIOLOGY 1A

Locations: St Albans, Footscray Park.
Prerequisites: Nil.
Description: This introductory unit of study Sociology 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 of study examines processes of social change and Sociology 1A 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 of study 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 both collectively and individually.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Think about our society in a structured and critical way and be conversant with a number of different theoretical perspectives, which are central to sociology as a discipline; Better understand the diversity of our society, having been provided with an overview of the key social and political issues; Demonstrate a foundational capacity to borrow theoretical tools and concepts offered within the discipline of sociology and to recognise an experiment with their applicability to problems beyond the classroom; Effectively express an argument that is supported by evidence and tackle sociological issues both collectively and individually.

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


Assessment: Assignment, Preliminary assignment, 20%. Exercise, Tutorial based exercises, 50%. Examination, End of Semester, 30%.

ASS1052 SOCIOLOGY 1B

Locations: St Albans, Footscray Park.
Prerequisites: Nil.
Description: This unit of study is interested in the regulation of normal and deviant citizens, including corporate citizens, in contemporary Western societies. It takes as its starting point the claim that both normality and deviance are managed and introduces students to the ways in which deviance and normality has been thought about, identified and acted upon. Students are introduced to sociological analyses of deviance, and to questions concerning the contribution of sociological investigation to the work of social regulation. Broad topics include: women and criminal deviance, juvenile crime, the medicalisation of deviance, corporate crime and social disadvantage.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand some of the key perspectives of the deviance and the management of normality; Demonstrate the development of an information base, and relevant analytic and basic research skills; Demonstrate the development of the skills of presentation, in both oral and written form.

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


Assessment: Essay, Essay, 40%. Exercise, Tutorial based exercises, 30%. Examination, End of Semester, 30%.
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: ASS1001 - SOCIOLOGY 1A: INTRODUCTION TO SOCIOLOGY
ASS1002 - SOCIOLOGY 1B: MANAGING NORMALITY
OR ASS1051 and ASS1052

Description: This unit of study draws on recent social and cultural theory addressing questions of identity and difference to explore the historical production of contemporary identities. It seeks to juxtapose the notion that identity is unstable and historically conferred with those discourses that speak of identity as unitary and stable over time. The unit of study looks to the newly visible categories of 'women, ‘migrant’, ‘gay’ and ‘black’, and to slightly older categories like 'the homosexual', 'the delinquent', ‘the Aborigine' to question more familiar narratives of identity formation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 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 comprising one one-hour lecture and one one-hour seminar, plus three hours per semester of self-directed learning.

Required Reading: ASS2009 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.

ASS2013 SOCIOLOGY OF THE BODY

Locations: Footscray Park.

Prerequisites: ASS1001 - SOCIOLOGY 1A: INTRODUCTION TO SOCIOLOGY
ASS1002 - SOCIOLOGY 1B: MANAGING NORMALITY
OR ASS1051 and ASS1052

Description: This unit of study introduces students to some major contemporary debates in the emerging field of sociological inquiries into the body. The unit is particularly concerned with conceptions of health which intersect questions of normality and the rights and responsibilities of citizenship. Students explore these themes via a number of case studies which include an historically-based inquiry into the concepts of health, illness and disease. These case studies are used to explore three related themes: the cultural meanings attached to certain illnesses; the social construction of disease; the place of medical knowledge in governing individuals and populations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Develop and demonstrate advanced skills in critical reading, thinking and writing; Think 'sociologically' about the body; Analyse social phenomena across cultures; Apply theoretical questions to social phenomena; Demonstrate familiarity with the field of inquiry covered by this unit.

Class Contact: One hour lecture and one one-hour tutorial per week plus one three-hour online exercise.

ASS2027 TIMOR LESTE: HISTORY, POLITICS AND SOCIETY

Locations: City Flinders.

Prerequisites: ASS1001 - SOCIOLOGY 1A: INTRODUCTION TO SOCIOLOGY OR ASP1002 - SOCIOLOGY 1B: MANAGING NORMALITY OR ASS1051 and ASS1052

Description: This unit of study gives students an in-depth insight into the history, politics and sociology of East Timor’s development, including the role of the international community. This will include the era of Portuguese colonialism, Indonesian occupation, the period of rule by the United Nations and prospects and strategies for the future. It will also introduce students to key areas of Timorese thought and action through these periods and they will meet Timorese in Melbourne or in East Timor who have been active participants in defending and rebuilding the country.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: This unit is taught by means of a study tour to Timor-Leste in June-July on alternate years. In the other years it is taught at the City Campus for two hours per week and also one three-hour study visit in Melbourne. Each enrolled student will present a tutorial paper.


Assessment: Book review 20%; Class presentation 20%; Essay/research project 60%.

ASS2028 CONTEMPORARY AFRICA AND SOCIAL CHANGE

Locations: St Albans.

Prerequisites: AAIH1001 - WORLD HISTORY

AAIH1008 - AUSTRALIANS AT WAR

OR AAP1002 and AAP1010 OR ASS1002 OR ASS1052 and ASS1051

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 peace building.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Distinguish between complex layers of influence on the past and present African socioeconomic trends in the context of other developing regions; Comment on the diversity of African communities and their experiences at home, in transition and in Australia; Critically evaluate cases of development and social change planning and implementation; Appraise past and present trends in Australia’s engagement with Africa; Explain Africa’s position in the global socioeconomic, environmental, security and other aspects of world affairs.

Class Contact: Two hours per week.

Required Reading: Mphande, C (comp) 2009, Contemporary Africa and Social Change Reader.

Assessment: Poster presentation on comparative trends in development between an African and another developing region (EWL 600 words) 30%; Written report drawing upon student research conducted with emerging African background communities or the agencies that work with them around an area of interest that connects to the themes of the unit (1400 words) 40%; Theoretical essay on a set topic drawn from one of the weekly seminar topics (1000 words) 30%.

ASS2051 CHILD AND SOCIETY

Locations: St Albans, Footscray Park.

Prerequisites:

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 unit 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: Book of Readings 2011 VU Bookshop

Assessment: Exercise, Exercise set based on essential reading, 50%. Exercise, Exercise set based on essential reading, 25%. Essay, Reflective essay of 2000 words, 25%. Effective word limit 3000 words

ASS2052 MEANING AND SOCIAL CONTEXT

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit of study introduces students to some of the significant developments in the history of the sociological inquiry 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 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: ASS1001 - SOCIOLOGY 1A: INTRODUCTION TO SOCIOLOGY
ASS1002 - SOCIOLOGY 1B: MANAGING NORMALITY
OR ASS1051 and ASS1052

Description: This unit of study is offered within the School of Social Sciences. But what does it mean to be a social scientist? How do we go about studying the social? We are comfortable enough speaking about social security, social welfare, social norms, and so on, but if we take that word 'social' by itself, we may find that we are dealing with quite a nebulous concept. If we begin, as we do in this unit, with a simple definition of "the social" as the space between bodies, we find, in the course of our inquiries, that it is a space generated and governed in complex ways. This unit looks at forms of inquiry, past and present, that produce and claim knowledge of populations - of their distributions and their attributes. It also explores the means by which these knowledge claims serve to link the way we choose to conduct ourselves to broader aspirations to do with producing a well-conducted society. Students are asked to pay close attention to the way theorists from a range of disciplines - sociology, of course, but also anthropology, social geography, disability studies and science and technology studies - grapple with the relations between knowledge, power and the constitution of social space. The unit of study also invites a practical level of engagement. Students are asked to visit social sites with which they are familiar - the city block, the Campus, the virtual chat room - and apply the critical analytical tools to which they have been introduced.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Recognise and manage continuities and differences in theoretical and analytical aspersions to do with producing a well-conducted society. 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 will be able to:

Provide contextual studies for a number of different courses in the Arts faculty and others. It will particularly be of interest to those wishing to understand the causes of poverty and inequality in the present day world; Focus on the study of particular countries or regions of the Global South, be they in Africa, Asia, Latin America, the Middle East, the Caribbean or the Pacific; Consider some theoretical approaches from the social sciences to the problem of uneven development around the world and their application to countries of their interest; Understand the importance of history in the study of any social problem.

Class Contact: Two hours per week for one semester comprising lecture and tutorial. An additional three-hour session of interactive role-play based on the application of development theories and policies will also be a required part of the class attendance.

of government; the manner in which categories of persons become the objects and unit of study focuses upon: how domains of expertise are integrated into the practices upon unique political rationalities and techniques of social governance. To this end the neo-liberal policies within a wider history (genealogy) of liberal thought (liberalism) regarding the social realm have been ‘invented’. The unit thus situates current the broader basis to these debates by examining how competing political rationalities debate and competing policy prescriptions. The aim of this unit of study is to analyse the ‘war on terror’ continue to shape domestic and foreign policies generating heated The impact of September 11, the war in Afghanistan, continuing conflict in Iraq and continuing conflict in Iraq 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 racial identity. The unit examines the cultural politics of race and the manner in which racial identities are constituted within a field of cultural difference and power. The unit analyses the relationship between ‘Western’ knowledge forms in the elaboration of racial and sexual identities. It considers how the human sciences have developed accounts of Indigenous people and how they have constituted Indigenous people as a focus for, and problem of, government. Attention is directed to the types of policy regimes that have resulted from this process. Particular conceptions of identity tied to notions of ‘the nation’ and self are integral components of government and racist political movements both in Australia and overseas. The unit of study illustrates how such conceptions are central to the current immigration ‘debate’, and how they underpin attitudes and responses to detention policy and reconciliation within Australia.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Problematise an issue thoroughly before determining how a problem can be solved and how to do it in a number of areas related to international development; Apply advanced searching techniques for material in the library, an electronic databases, and sources within the community, including the international development community, paying particular attention to use of verbal communication and information from other countries and cultures; Use good habits in communications, both professionally, 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 (including use of electronic communications) to other students and teachers; Work autonomously, both alone and in groups, to take initiative and use the imagination in listening to other voices and searching for solutions to problems which are put before them; Identify a range of cultures represented in class and in other societies which are the focus of their study; Communicate effectively with people whose culture is very different from their own; and prepare themselves for work in the world of international community development.

Class Contact: Two hours per week for one semester comprising lectures and tutorials plus one field visit of three hours.


Assessment: Tutorial Participation, Tutorial presentation, 25%. Project, Research project, 25%. Essay, Major essay, 30%. Test, Class test, 20%.

ASS3031 SOCIOLOGY 3C: GOVERNING CIVIC LIFE: CITIZEN, NATION, SELF

Locations: St Albans.

Prerequisites: Nil.

Description: Current political and sociocultural changes are redefining notions of citizenship, nationhood and self. Recent debates about globalisation and the role of institutions such as the World Trade Organisation (WTO) reflect differences concerning the nature and direction of international change. Since the 1990s neo-liberal views, which prioritise deregulation and the removal of trade barriers, have dominated social policy agendas, reshaped national economies and reconfigured geo-political alignments. The impact of September 11, the war in Afghanistan, continuing conflict in Iraq and the ‘war on terror’ continue to shape domestic and foreign policies generating heated debate and competing policy prescriptions. The aim of this unit of study is to analyse the broader basis to these debates by examining how competing political rationalities regarding the social realm have been ‘invented’. The unit thus situates current neo-liberal policies within a wider history (genealogy) of liberal thought (liberalism). The rise of ‘entrepreneurial government’ and the reinvention of government along entrepreneurial lines is analysed as a historically specific development, which depends upon unique political rationalities and techniques of social governance. To this end the unit of study focuses upon: how domains of expertise are integrated into the practices of government; the manner in which categories of persons become the objects and objectives of government; and why and how, social identities became attached to distinctive forms of social governance.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester comprising one one-hour lecture, one one-hour tutorial and three hours per semester of self-directed learning.

Required Reading: A specific Book of Readings will be prepared for this unit of study and made available for purchase at the University bookshop.

Assessment: Take home exam 60%; Tutorial questions 40%.

ASS3032 SOCIOLOGY 3D: FORMATIONS OF POWER: GOVERNING CULTURAL IDENTITY IN A ‘POSTCOLONIAL’ WORLD

Locations: St Albans.

Prerequisites: Nil.

Description: This second semester unit of study focuses on questions of culture and Indigenous identity. The unit examines the cultural politics of race and the manner in which racial identities are constituted within a field of cultural difference and power. The unit analyses the relationship between ‘Western’ knowledge forms in the elaboration of racial and sexual identities. It considers how the human sciences have developed accounts of Indigenous people and how they have constituted Indigenous people as a focus for, and problem of, government. Attention is directed to the types of policy regimes that have resulted from this process. Particular conceptions of identity tied to notions of ‘the nation’ and self are integral components of government and racist political movements both in Australia and overseas. The unit of study illustrates how such conceptions are central to the current immigration ‘debate’, and how they underpin attitudes and responses to detention policy and reconciliation within Australia.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Apply analytic and conceptual skills in the area of cultural analysis of Indigenous cultures; Understand the conceptual basis and cultural significance of Orientalist and postcolonial writings and visual representations; Understand, 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; Elaborate on the basis of child removal policies with respect to the Indigenous populations of Australia; Understand how literary texts, historical documents and academic publications may offer different ways of viewing the same social question or ‘problem’.

Class Contact: Two hours per week for one semester comprising one one-hour lecture and one one-hour tutorial, plus three hours per semester of self-directed learning.

Required Reading: A Book of Readings to be purchased from the University bookshop.

Assessment: Major project 60%; Tutorial questions 40%.

ASS3036 SOCIOLOGY 2/3E: THE ECO-SOCIAL: PLACE, POLICY AND POLITICS

Locations: St Albans.

Prerequisites: Nil.

Description: Recognition that existing economic, political and legal structures are demonstrably inadequate for dealing with the scope and depth of the current global ecological crisis has motivated widespread social responses at all levels: local, regional, national and international. The aim of this unit of study is to examine some of these responses and assess their importance for current and future environmental
policy formulation. The unit will provide an analysis of the vexed issue of economic growth and its relation to environmental sustainability; an examination of major international policy initiatives in this area such as the Brundtland Report, and Agenda 21; and consideration of some of the alternative visions of ecological sustainability adopted by different nations e.g. those of the developing countries, newly industrialising countries (NICs) and the major Western economic powers. We also examine the critical role that Indigenous peoples may play within this process. Throughout the unit of study attention is paid to specific policy contexts and issues within Australia and the Pacific, in particular their relationship with several of these wider concerns.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the social and policy responses to the global ecological crisis; Demonstrate enhanced capacity for policy analysis and evaluation; Show familiarity with specific environmental policy contexts in Australia and the South Pacific.

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: To be advised by lecturer.

Assessment: Three minor assignments 45%; Major research paper and presentation 55%. The assessment will comprise the equivalent of 4000 words per student.

ASS3037 INQUIRING INTO THE SOCIAL

Locations: St Albans, Footscray Park.

Prerequisites: ASS1001 - SOCIOLOGY 1A: INTRODUCTION TO SOCIOLOGY
ASS1002 - SOCIOLOGY 1B: MANAGING NORMALITY
OR ASS1051 and ASS1052

Description: Students will work in groups of four to consider and gather materials from a range of genres which would provide the resources to undertake inquiry into a social issue, problem or question, and which would itself then form an assemblage or object of inquiry. Those resources would exist in the public domain, in special collections, electronically etc., rather than requiring research involving human units of study. 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 effectiveness 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 devise a ‘problem to be solved’ in conceptual and practical terms; Apply the discipline to: Demonstrate increased effectivity in problem-solving; students will encounter/ devise a ‘problem to be solved’ in conceptual and practical terms; Apply the discipline to: Demonstrate enhanced communication skills; Predict social and political trends; Demonstrate increased capacity for policy analysis and evaluation; Show familiarity with specific environmental policy contexts in Australia and the South Pacific.

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: To be advised by lecturer.

Assessment: Three minor assignments 45%; Major research paper and presentation 55%. The assessment will comprise the equivalent of 4000 words per student.

ASS3038 EXCURSIONS INTO THE FUTURE

Locations: St Albans.

Prerequisites: ASS1001 - SOCIOLOGY 1A: INTRODUCTION TO SOCIOLOGY
ASS1002 - SOCIOLOGY 1B: MANAGING NORMALITY
OR ASS1051 and ASS1052

Description: What are our possible futures? Will everyday life be like in 2030? 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.

Class Contact: One one-hour lecture and one one-hour tutorial per week and three hours per semester of mixed-mode or self-directed learning.

Required Reading: Unit Reader: Excursions into the Future.

Assessment: Workshop activities 20%; In-class test 20%; Major written project (2500 words) 60%.

ASS5002 OCEANIA IN THE MODERN WORLD

Locations: Footscray Park.

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 range of issues in the history and development of society in the Pacific islands. Students will be able to specialise in applying theory related to their own professional background to the societies of Oceania. These will include political, economic, legal, communications and gender theory. Policy issues will be examined from within the framework of sustainable development, and the contribution of regional institutions will be critically examined.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Gain a general understanding of social, political and economic features of the Melanesian, Polynesian and Micronesian regions; Apply theory related to their own professional background to the societies of Oceania; Examine the framework of sustainable development and the contribution of regional institutions to development.

Class Contact: Two hours face-to-face contact per week.

Required Reading: To be advised by supervisor.

Assessment: Presentation, Tutorial presentation, 30%. Essay, Major research essay, 70%. Total assessible word count of 5000 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

Learning Outcomes: To be advised.

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 alternate years. In the other years it is taught at the City Campus for two hours per week and also one three-hour study visit in Melbourne.


Assessment: Review, Book review, 20%. Presentation, Tutorial presentation, 20%. Essay, Essay/research project, 60%. Effective word limit 5000 words.

ASS5080 CONTEMPORARY AFRICA AND SOCIAL CHANGE

Locations: Footscray Park.

Prerequisites:

Description: The presence of African background communities in Australia has been accompanied by the emergence of African studies in the Australian context. This unit seeks to engage students in both local and global analysis of development and social change as they relate to contemporary Africa. It situates Africa’s ‘developmental’ trajectory amongst those of other developing world regions. It provides a base to critically explore various dimensions of development in Africa as a whole, particular regional blocs and particular countries. Further, the unit focuses on changes within the African region in relation to changes in the global power relations, energy and other resources and peace building. The unit also explores past and present trends in Africa's socioeconomic affairs, and considers their impact. Students will consider the salience of local communities’ engagement with socioeconomic empowerment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Distinguish between complex layers of influence on the past and present African socioeconomic trends in the context of other developing regions; Comment on the diversity of African communities and implications on peace security and regional unity; Critically evaluate cases of development and social change planning and implementation; Appraise past and present trends in 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.


Assessment: Presentation, seminar presentations, 40%. ICT (Wiki, Web sites), on-line learning/portfolio, 20%. Review. Annotated reviews on topical issues, 40%. The total word count of assessable work should not exceed 5000 words.

ASW2013 INTRODUCTION TO SOCIAL POLICY


Prerequisites: Nil.

Description: Social policy refers to public policy covering the fields of income security, housing, education, health, community services, employment, leisure and other aspects of the social infrastructure of society. Social policy responds, in various ways and with varying degrees of consistency and success, to individual, family, community and societal needs and concerns. This unit of study introduces students to political and social policy processes. It assists students to identify social issues in their consciousness and in the media as social policy issues and to challenge oppression and bring about change. This unit focuses on political and policy processes and provides students with opportunities to pursue their own interests in contemporary social policy issues.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Articulate links between familiar social issues and relevant social policy; Demonstrate familiarity with typical Australian social policy processes; Demonstrate familiarity with Australian political systems and human services; Articulate ways that human service workers may engage with and influence policy processes; Demonstrate beginning skills in policy analysis; Discuss issues and debates in contemporary Australian politics and social policy.

Class Contact: Three hours weekly lecture/tutorial for one semester.

ASW2090 GROUPWORK THEORY AND PRACTICE


Prerequisites: Nil.

Description: Human service workers work in groups across all fields of practice from staff teams to social action and therapeutic groups. This unit of study aims to introduce students to group work theories, processes and skills. It will use the process of critical reflection to integrate students’ personal experiences, in the practice and theoretical dimensions of groupwork. It will focus on developing a critical understanding of the use of power, knowledge and privilege in groups and the implications of this for practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate an understanding of theoretical and practical issues relating to the process of practice within/in groups; Demonstrate an ability to reflect and report on their experiences as group members and group leaders in a small group settings; Demonstrate an understanding of the different contexts of groupwork practice and the implications for practice, Demonstrate a working awareness and understanding of the implications of this for practice.

Class Contact: One one-hour lecture and one two-hour workshop per week for one semester.

Required Reading: Groupwork practice in social work, Lindsay, T & Orton, S 2008, UK: Learning Matters

Assessment: Presentation, Group session plan, 35%. Journal. Using journal entries write a summary of the processes related to leadership (facilitation) skills, 30%. Essay, Groupwork essay, 35%. Total effective word limit 3000 words

ASW2094 WORKING IN HUMAN SERVICE ORGANISATIONS


Prerequisites: Nil.

Description: This unit of study introduces students to key dimensions of human service organisations in order to understand their operation and dynamics. As well as outlining important components of human service agencies as organisations, the content of the unit introduces organisational activities from a critical social work perspective highlighting the perspectives of workers, service users and political perspectives.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate an understanding of the dilemmas and tensions facing workers in human service organisations; Demonstrate a critical understanding of the human service sector and its impact on human service organisations; Demonstrate a beginning understanding of conceptual frameworks for understanding the structure and culture of organisations; Demonstrate an ability to make the links between organisational theory and practice; Demonstrate an introductory understanding of the skills, knowledge and tools necessary to work effectively in human service organisations.

Class Contact: Weekly 2.5 hours lecture/tutorial

ASW2098 SOCIAL RESEARCH 1


Prerequisites: Nil.

Description: Social research is a key activity in human services. It is not a ‘stand-alone’ activity, but informs analysis of social issues and contributes to high quality practice. This unit of study introduces students to basic frameworks, skills and issues both in using and in undertaking research. It is intended to provide students with research skills for other units as well as providing an introduction to the practice of social research.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Understand, at a beginning level, the different philosophical approaches and frameworks of social research; Critically examine the purposes, limitations and strengths of research reported in the media, in practice and in literature; Be aware of the key steps in planning, designing and implementing a research/evaluation study; Identify ethical issues and guidelines for social research; Understand, at a beginning level, descriptive statistics and how they can be applied in social research.

Class Contact: Weekly two-hour lecture/tutorials.


Assessment: Research Paper, Assessment 1: Critical reflection on a piece of published social work research (500 word limit), 30%. Research Paper, Assessment 2: Workbook on descriptive statistics and critique of usefulness of quantitative analysis in social science research (EWL 1000), 30%. Review, Assessment 3: Literature review on a topic that would be appropriate for social work research (1500 word limit, 40%).
Learning Outcomes: On successful completion of this unit, students will be able to: Understand the historical development of the welfare state in Australia and the international context, and the significant judgements that have shaped its development; Demonstrate an understanding of what social welfare is, and why it forms a significant part of sociopolitical, economic and legal institutions in Australia; Understand the various concepts, perceptions, myths and stereotypes about social welfare; Understand 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.


Assessment: Literature review readings weeks one to five (750-word limit) 25%; Group presentation case study (20 minutes) - small groups of three/four students will present a case study, details will be outlined in the unit guide and each student is expected to participate equally in the tasks associated with the presentation (EWL 450-word limit) 35%; Essay (1800-word limit) - topic will relate to specific aspects of the unit 40%.

ASW2103 HUMAN DEVELOPMENT IN SOCIAL CONTEXT


Prerequisites: Nil.

Description: This unit of study explores some of the key concepts in understanding social and human behaviour across the lifespan. It encourages students to make the links between their own personal values and a range of social and cultural phenomena. It will investigate and critique the role of the family and community as the foundation for human and social development and the implications of this for social work practice. It also introduces the lifespan from infancy to old age accounting for the individual, social, cultural and structural dimensions. Throughout the unit there will be an emphasis on critically reflecting on the research foundations of human development theories and the implications of these for practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate an awareness of personal values in relation to a range of social and cultural phenomena; Demonstrate an understanding of human development throughout the lifespan from a physical, social, emotional, spiritual and cognitive development from infancy through to old age, with emphasis on the continuous nature of developmental processes; Demonstrate the ability to compare and contrast different theoretical accounts of these phenomena, with reference to a Western 21st century conceptualisation of life stage development alongside those of non-western cultural traditions; Demonstrate a capacity to apply relevant knowledge of human development in social work and educational settings; Demonstrate the capacity for critical inquiry into the research foundations of developmental theories, and their relative strengths and limitations for application and generalisation.

Class Contact: Three hours weekly lecture/tutorial for one semester.


Assessment: Presentation, Class presentation, 35%. Other, Critical reflection on personal biography, 25%. Essay, Critical analysis of selected tutorial topic, 40%. Total effective word limit 3000 words

ASW2202 SOCIAL WORK THEORIES


Prerequisites: Nil.

Description: This unit of study introduces students to an overview of the various theoretical approaches to social work from the conventional or traditional to the critical approach. Various worldviews or paradigms (neo-conservatism, liberalism, social democracy, feminism, Marxism, postcolonialism, and postmodemism) will be examined in accordance with their respective ideologies. Each ideology will be analysed in terms of how each one leads to different explanations for social problems, a different welfare system to deal with social problems and a different practice of social work. As part of this examination the value base of social work will be explored in order to identify the tensions between its social care, social change and social control functions. A major focus in this unit will be on oppression and disadvantage as explanations for social problems and as an organising framework for critical social work practice. Students will be encouraged to explore how all practice methods incorporate theoretical and hence ideological assumptions and how, therefore, the construction of creative solutions to address disadvantage and create social change demands practices that are both critically reflective and self-critical.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate an understanding of the theories and practices for use in the current context of social work practice; Identify how knowledge is constructed and explore the ideological and political influences inherent in its construction; Understand how worldviews are created and maintained, and how our worldview influences what we accept as reality and commonsense; Demonstrate familiarity with different worldviews about the nature of society and how these views lead to different explanations of social problems, different welfare solutions and different social work practices; Develop their own worldviews consistent with a critical social work ideology; Critically reflect on various worldviews in order to begin to position themselves in relation to their veracity to explain and address social issues.

Class Contact: Two hours per week for one semester.


Assessment: Literature review of readings from weeks 1-4 (550-word limit) 25%; Major essay (chosen from topic lists assigned) (1500-word limit) 40%; Essay plan on eight out 10 topics based on unit content (950-word limit) 35%.

ASW2203 INTERPERSONAL AND COMMUNICATION SKILLS


Prerequisites: Nil.

Description: This unit of study will cover the theory and practice of relevant interpersonal and communication skills. Generic communication skills as well as those associated with critical and anti-oppressive forms of practice will be covered. Students will have the opportunity through group discussion, experiential workshops and simulation activities to develop their own skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate an understanding of the place of generic interpersonal and communication skills within a range of intervention methods in practice; Demonstrate a beginning critical understanding of the skills associated with structural or anti-oppressive practice; Demonstrate a beginning level of competence in using basic interpersonal and communication skills for practice.

Class Contact: Three hours per week lecture/workshop for one semester.

Required Reading: Communication skills for health and social care, Moss, B 2008, UK: Sage

Assessment: Journal, Five journal entries on first five sessions of unit, 25%. Presentation, Videotaped role plays, 35%. Essay, Video critique, 40%. Total effective word limit 3000 words
ASW3101 SKILLS FOR SOCIAL WORK DIRECT PRACTICE


Prerequisites: 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: Demonstrate their use of the integrated framework underpinned by an anti-oppressive foundation; Demonstrate an awareness of the impact of cultural difference in work with individuals, groups and families; Demonstrate their use of a strengths perspective drawing on the concepts from solution focused and narrative practice theories; Demonstrate a generic understanding of phases in the work with individuals and families; Demonstrate a competency in beginning and further interpersonal and communication skills for assessment and intervention in casework practice; Demonstrate the necessary knowledge and skills base to begin supervised casework in social work.

Class Contact: This unit of study will begin with a two-day introductory workshop and for the remainder of the semester will run with lecture/workshop format. Total equivalent of three hours per week for one semester.


Assessment: Other, Skills inventory, 20%. Performance, A critical commentary of their own performance in a videotaped interview, 45%. Other, Assessment and intervention plan, 35%. Total effective word limit 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’ general 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 knowledges 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 an 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).

ASW3110 SOCIAL WORK, ADVOCACY AND HUMAN RIGHTS


Prerequisites: Nil.

Description: Principles of human rights and social justice are fundamental to social work. In this unit of study students explore the legal context of social work practice through a human rights lens. Students are required to critically analyse law’s capacity to treat people fairly and impartially. In addition to examining the legal institutions, processes and laws that social workers deal with in their daily practice, the unit explores the important role of social workers in legal and social change. Legal and social debates including immigration, violence against women, imprisonment and terrorism will be examined with a particular emphasis on the social movements that have brought about change in these areas. Social workers as advocates for social and structural change will also be explored.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Critically analyse the function of law in society, particularly in relation to inequality, marginalisation and social justice; Demonstrate an understanding of the human rights framework and its capacity to be used as an instrument of change; Identify processes and strategies that can bring about progressive legal and social reform; Exercise skills in key areas of practice such as report writing and record keeping; Demonstrate an understanding of the legal responsibilities confronting social workers such as mandatory reporting and duty of care; Understand 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: Report, Analysis of a legal text using human rights framework (500-word limit), 20%. Report, Pre-sentence, social worker’s court report (500-word limit), 30%. Report, Law reform submission/strategy (2000-word limit), 50%.
ASW3201 FIELD EDUCATION 1


Prerequisites: ASW3101 - SKILLS FOR SOCIAL WORK DIRECT PRACTICE

Description: This unit of study enables students to participate in a structured and supervised field experience. The broad aim of this unit is to provide third-year students with the opportunity to extend their knowledge and experience in linking theory with the realities of practice and extend their skills for social work practice. Students will be allocated placements where the focus is on direct service work with individuals, families or groups. A variety of social work and related agencies in and around Melbourne will be utilised. The field education 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: Develop and demonstrate social work practice skills at the level expected of a third-year social work student; Demonstrate knowledge relevant to the placement context, organisational structure and function, and the role of social work within this context; Apply conceptual skills in relating theory to practice; Work independently and demonstrate initiative in practice situations; Recognise the ways in which their values influence responses to particular practice situations; Identify the ways in which the interests and values of dominant groups determine the definition of, and responses to, service user needs; Demonstrate specific skills in relation to the particular emphasis of specific placements ie. communication skills, writing skills, recording and evaluation skills and organisational and planning skills; Know how and when to use consultation and supervision; Demonstrate an emerging capacity for critical reflective practice; Demonstrate a practice-based awareness of the issues of consumers’ service and resource networks associated with their placement agencies functions; Continually assess the process of intervention in the light of personal and agency ideology and social work values.

Class Contact: This unit consists of 70 days of supervised field education in a human service agency.

Required Reading: Making the most of field placement, Cleak, HM & Wilson, J 2004 Australia: Thomson

Assessment:


Practicum, 70 day agency placement, Pass/Fail. Total effective word limit 3000 words

ASW3202 FIELD EDUCATION 1: INTEGRATIVE SEMINAR


Prerequisites: Nil.

Description: This unit of study is designed to help students integrate theory and practice while on placement. Additionally, these classes are aimed to help students explore the theory/practice relationship and focus on their own experiences and learning. Further, this unit will: provide a supportive environment for students to discuss personal and professional issues in light of their values, moral, ethics and expectations about their developing roles as social workers; provide a focused arena for the experience and practice of group process/organisation skills; encourage a shared learning environment and at the same time encourage individual responsibility for explaining and reflecting on practice issues; and lastly, encourage students to bring to the classroom, learning opportunities from their placement to share with others.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Identify issues related to the placement experience; Integrate theory with practice and practice with theory; Identify and analyse developing practice skills; Identify the knowledge on which to base their practice; Reflect on the application of this knowledge to practice and demonstrate an emerging capacity for critical reflection; Evaluate own practice and revise their theory base in the light of this evaluation; Take responsibility for their learning and explore creative thinking about use of practice skills.

Class Contact: Twenty-four hours flexible delivery combining day seminars and tutorials as advised.

Required Reading: Making the most of field placement, Cleak, HM & Wilson, J 2004, Australia: Thomson

Assessment: Portfolio, Learning portfolio, Pass/Fail. Effective word limit 3000 words

ASW3300 WORKING WITH INDIVIDUALS AND FAMILIES


Prerequisites: ASW3101 - SKILLS FOR SOCIAL WORK DIRECT PRACTICE

Description: This unit of study builds on the learning relevant to direct social work practice in the unit Skills for Direct Social Work Practice. Students will continue to use strength-based, solution-focused, narrative and other relevant approaches for conceptualising their direct practice assessments and interventions within an overall framework of anti-oppressive social work practice. Weekly lectures and practice workshops will include both theoretical and practice input on families, loss and grief and trauma. The content will assist students to integrate new learning with their established knowledge and practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate an understanding of collaborative assessment and intervention in social work practice; Demonstrate an understanding of strengths-based approaches using an anti-oppressive perspective in practice at either placement and/or place of work; Demonstrate the capacity to both contribute and facilitate group discussion of examples of direct social work practice with individuals and/or families from placement and/or place of work; Demonstrate an ability to reflect critically on practice, utilising peer feedback, consultation with lecturers, personal awareness and theoretical input; Demonstrate an ability to further develop existing interpersonal and communication skills for the purpose of assessment and intervention in casework practice; Demonstrate the necessary knowledge and skills base to begin supervised casework in social work.

Class Contact: Three hours per week lecture/workshop for one semester.


Assessment: Exercise, Skills exercise, 20%. Other, Facilitated 45-minute class session, 35%. Other, Assessment and intervention plan, 45%. Total effective word limit 3000 words

ASW4001 SCHOOLS AND STUDENT WELLBEING


Prerequisites: Nil.

Description: This unit of study provides students with an opportunity for an in-depth exploration of social work with schools. It places school social work in its historical, theoretical, international, policy, legal and political contexts. It assists students to develop the understandings and skills for well-informed, effective social work practice with schools. The unit will begin with a session on the historical development of social work with schools in Australia, particularly Victoria and internationally. It then
links different models of school social work with different historical periods and sociopolitical contexts. As practitioners with host systems, school social workers require a basic understanding of educational theory and philosophies, and this body of knowledge will be introduced. The unit examines the policy context of Australian schools, and the particular ways that social work values and ethics overlap with and vary from those of schools and education. In particular, legal aspects of practice in schools will be covered, including duty of care in this environment. The unit takes an in-depth look at the Health Promoting Schools model and its use of bodies of theory including understandings of wellbeing and resilience. Substantial time in this unit will be given to practice issues including working as a consultant to school staff, working with school communities, interdisciplinary teamwork, and resources for social work with schools. Students will have the opportunity to examine and reflect upon typical situations in the everyday work of school social workers.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate increased understanding of the theories and practices of community development, both in Australia and internationally. Focus will be on the role of the Social Worker, 30%. Assignment, Written analysis of an issue or case study linked to unit content, 70%. Total effective word limit 3000 words


ASW4047 SOCIAL PLANNING AND PROGRAM DEVELOPMENT


Prerequisites: Nil.

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 undertake 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 implications 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 of study 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. An exploration of current practices that influence social work practice for working in the health and mental health fields will be explored within current debates.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will 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 ways 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; 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 or research data on a particular targeted group, 25%. Project, Group project (present ideas, theories and research on the selected topic), 35%. Essay, Major essay (chosen from topic lists), 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: 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: Essay, Major essay or take home exam, 40%. Total effective word limit 3000 words

ASW4051 SUPERVISION PRACTICE IN SOCIAL WORK


Prerequisites: Nil.

Description: The experience of supervision is one that all social workers have because of the professional requirements of the Australian Association of Social Work (AASW). This unit will introduce students to a critical analysis of the social, professional and organisational contexts of supervisory practice in the human services sector. It will assist students to critically examine the global, social, political, professional and service provisions discourses in the supervision context. Students will reflect on the stories of the characters involved in their supervision and examine the power of each of these characters in the supervision process. It will also consider the ethical dimensions of supervision practice and the implications of this in practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Extend their understanding of theoretical and practical issues relating to the process of professional supervision; Explore the different discourses in the supervision experience; Critically evaluate the role and function of the supervisor, including the personal influence of values, ethics, codes of practice, use of language and professional bias; Critique the professionals’ use and ownership of knowledge and its implications; Critically evaluate organisational context of the supervisory role and examine the impact of managerialism and professionalism on the contemporary practice of supervision.

Class Contact: Two hours per week for one semester. Format will vary in accordance with unit calendar.

Required Reading: Restoring social work supervision, O’Donoghue, K 2003, Dunmore Press, Palmerston North, New Zealand.

Assessment: Assignment, Written summary using reflective journal as reference on the factors influencing supervision from various ideological perspectives, 30%. Presentation, Group presentation (20 minutes), 30%. Essay, Major essay (chosen from topic lists assigned), 40%. Total effective word limit 3000 words
ASW4090 SOCIAL POLICY ANALYSIS: CURRENT ISSUES


Prerequisites: ASW2013 - INTRODUCTION TO SOCIAL POLICY

Description: Policy analysis, policy development and policy activism, aimed at protecting the interests of disadvantaged and disempowered people, are essential aspects of effective social work practice. More than ever, social workers require the knowledge and skills to understand how policies are initiated, designed, resourced 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


Assessment: Annotated bibliography on chosen policy topic (750 word limit) 20%; Group presentation (EWL 1250 words) 30%; Policy analysis paper (3000 word limit) 50%.

ASW4092 SOCIAL WORK RESEARCH 2


Prerequisites: ASW2098 - SOCIAL RESEARCH 1

Description: Research, evaluation and scholarship are integral to social work practice. A critical, anti-oppressive approach to social work influences all aspects of research practice, from the research topics we choose to the way we utilise research findings in our everyday practice. While critical social research is the tradition that shares anti-oppressive social work’s aim of bringing about transformational change, other traditions also produce material that can be an important resource for social work. This unit introduces students to the importance of developing a critical reflective practice when undertaking or utilising social work research. It builds on understandings developed in Social Work Research 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 will be able to: Articulate an understanding of social research and its role in social work practice; Locate themselves as reflective practitioners/researchers; Understand the implications of different paradigms used within social research; Articulate a critical awareness of what anti-oppressive social work research might look like, emphasising the importance of recognising practices that are driven by sexism, classism, racism and other dominant discourses; Evaluate critically the strengths and limitations of published research; Identify ethical issues and ethical guidelines for social work research; Use computers for quantitative data analysis, and the presentation of descriptive statistics.

Class Contact: 90-minute lecture; 90-minute tutorial/computer lab per week for one semester.


Assessment: Assessment 1: Develop a research question that is relevant to social work research (1000-word limit) 20%. Assessment 2: Propose a research design for your research topic. Include epistemology, theory, methodology and methods. Demonstrate the suitability of research design for your proposed research. Include a discussion of ethical issues, a sampling and data collection plan, and a data analysis plan (2000-word limit) 40%. Assessment 3: Quantitative data analysis and presentation test (2000-word limit) 40% OR Literature review of specific research area (2000-word limit) 40%.

ASW4290 FIELD EDUCATION 2


Prerequisites: ASW3201 - FIELD EDUCATION 1

ASW3202 - FIELD EDUCATION 1: INTEGRATIVE SEMINAR

Description: This unit of study enables students to participate in a structured and supervised field experience. The broad aim of this unit is to provide fourth-year students with the opportunity to extend their knowledge and experience in linking theory with the realities of practice and extend their skills for social work practice. Students will be allocated placements where the focus is on community development, research or policy work. A variety of social work and related agencies in and around Melbourne will be utilised. The field education 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.

ASW4291 FIELD EDUCATION 2: INTEGRATIVE SEMINAR


Prerequisites: ASW3201 - FIELD EDUCATION 1

ASW2203 - INTERPERSONAL AND COMMUNICATION SKILLS

Description: This unit of study is designed to help students integrate theory and practice while on placement. Additionally these classes help students to explore the theory/practice relationship and focus on their own experiences and learning. There will be a half-day workshop focusing on the development of a work portfolio, career development and job-seeking skills. Potential employers will be invited to talk to the class. This forms the capstone task required for all students.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Identify issues related to the placement experience and integrate theory with practice and practice with theory; Identify and use effectively a range of skills required for social work practice; Analyse developing practice skills; Identify the knowledge on which to base their practice; Reflect on the application of this knowledge to practice and demonstrate an emerging capacity for critical reflection; Evaluate own practice and revise their theory base in the light of this evaluation; Take responsibility for their learning and explore creative thinking about the use of practice skills.

Class Contact: Twenty-four hours flexible delivery combining day seminars and tutorials as advised.

Required Reading: Cleak, HM & Wilson, J 2004, Making the most of field placement, Thompson, Australia.

Assessment: Learning portfolio that includes inventory of self reflective exercises, peer group report of learning opportunities in small learning circle, preparation of curriculum vitae and job application (combined 5000-word limit [ungraded]). This unit is mastery assessment and therefore all assignments must be submitted and a result of either satisfactory or unsatisfactory will be recorded.

ASW5002 SOCIAL WORK HONOURS: SEMINAR


Prerequisites: Permission required.

Description: This Social Work unit offers an Honours program to final year social work students who have attained grades of at least 70% (Distinction or High Distinction) in at least half of their graded units in the second and third years of the Bachelor of Social Work Program or in the third year for advanced entry students. In order to successfully complete the Bachelor of Social Work with Honours, students are required to carry out a small piece of research and write a minor research thesis. The Honours program allows students to develop research practice expertise, and specialist knowledge in particular areas of their undergraduate studies. It provides students with the opportunity to learn more about research, its application and presentation and to build on their developing capacity for reflective practice. The Honours seminar in semester one prepares students to design an appropriate Honours research project, prepare an ethics application, and write a detailed research proposal.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: Articulate the components required to undertake a research project; Commence a small piece of research; Understand ethical issues and ethical guidelines for conducting social work research; Complete an application for ethics approval; Demonstrate beginning skills for analysing data of either a qualitative or quantitative nature; Prepare a research proposal that will constitute a first draft of the first three chapters of the Honours thesis.

Class Contact: Three-hour seminar.


Assessment: Formal research proposal (5000-word limit) comprising the first three chapters of the Honours thesis 100%.

ASW5003 SOCIAL WORK HONOURS THESIS


Prerequisites: Permission required.

Description: The Honours program allows students to develop specialist knowledge in particular areas of their undergraduate studies. It provides students with the opportunity to learn more about research, its application and presentation and to build on their developing capacity for reflective practice. The successful completion of the Honours thesis, under the supervision of a social work academic staff member, enables students to graduate with a BSW with Honours. Successful completion of the BSW with Honours allows a graduate to apply immediately for entrance into a Masters of Social Work or PhD program, whereas graduates with a general BSW degree usually must have three years full-time past BSW practice experience before they can apply to commence a Masters.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: Undertake a research project that meets the expectations of academic research; Complete a small piece of research that has relevance for social work; Comply with ethical guidelines for conducting social work research; Complete data analysis for a small research project; Complete a substantial piece of academic writing in the form of an Honours thesis.

Class Contact: Individual supervision: one hour per week from second semester.


ASX1001 ASIAN PHILOSOPHY

Locations: St Albans, Footscray Park.

Prerequisites:

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
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

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%.

ASX1003 FOUNDATIONS OF SOCIAL SCIENCE RESEARCH

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit will introduce students to the fundamental practices and principles associated with completing research in the Social Sciences. The emphasis is on an exploration and investigation of the research question. The associated emphasis is on practices in determining methods and methodologies to be employed in attending to this question.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate the capacity to understand and structure a research question; Select and justify the appropriate methodology and associated methods (quantitative and qualitative) to adequately and effectively attend to the research question; Demonstrate understanding of basic principles associated with the practical use of quantitative and qualitative methods; Demonstrate understanding and express the kind and characteristics of the knowledge gained through the research process; 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

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 co-ordinator. The placement may be focused on community service learning or professional work-based learning, depending on the students' interest and opportunities that are available.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand about and experience the culture of a workplace and/or community fieldwork setting; Apply knowledge and skills they have acquired in their formal studies to a work integrated learning context internationally and/or in a local context of cultural and linguistic diversity; Demonstrate direct experience of working independently, co-operatively and as part of a team in a real workplace or community context; Apply their international studies knowledge and intercultural communication and learning skills; Reflect critically on their experiences and use this reflection to plan how to improve professional presentation and practice.

Class Contact: No regular classes, but there is an introductory employment preparation/orientation session and daily contact (usually) with a workplace-based supervisor. Placement will be for a minimum of 15 days.

Required Reading: To be developed collaboratively between students and their 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 Bachelor of Arts specialisation.

Description: This unit of study investigates different ideals and practices of global citizenship in the 21st century. The concept of the global citizen has emerged as the notion 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; Demonstrate knowledge of the ethical issues related to research; Demonstrate knowledge of the key debates around the idea of global citizenship; Plan and undertake a project in a real-life context; Co-operatively engage with a range of people in order to achieve project goals; Develop and apply their intercultural communication and learning skills; Reflect critically on their experiences and use this
reflection to plan how to improve outcomes.

Class Contact: 24 hours of seminars and individual consultation with the lecturer.


Assessment: Presentation, Presenting the plan of the research project (700 words), 20%. Research Paper, Research report (2000 words), 70%. Exercise, Online exercises (300 words), 10%.

AXR0002 RESEARCH DESIGN AND METHODS

Locations: City Flinders, Other.

Prerequisites: Nil.

Description: This unit of study will examine the important link between epistemology, methodology, and methods underpinning the choice of research design appropriate to investigate and answer a research question. The focus is on the development of a research proposal. Alongside the basics of quantitative and qualitative research design and methods, attention is given to the types of research problems that can be addressed by mixed methods or triangulation. The unit topics will include: qualitative research philosophies and approaches including phenomenology, grounded theory, action research; qualitative design and data collection methods including literature review, case studies, focus groups, interviewing, ethnographic fieldwork; and analysis and interpretation, appropriate to the social sciences. Quantitative methods will include experimental and quasi experimental; non-experimental descriptive and correlational research design. Unit topics will also address issues of sampling, generalisability, measurement reliability and validity, and methods of data collection. Topics in data analysis will include descriptive statistics and parametric and non-parametric techniques for analysing univariate data, and multivariate descriptive and inferential statistics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Appreciate different epistemologies or ways of knowing; Analyse assumptions underlying quantitative and qualitative research methods; Demonstrate knowledge of the appropriateness of research designs and critique methods presented in published research studies; Identify researchable problems arising from their professional practice and the literature; Operationalise the research problem; Demonstrate the principles of evaluation of research projects in terms of their quality and significance; Design a research project.

Class Contact: One three-hour weekly seminar for on-campus students and online for off-campus students.

Required Reading: Students will be provided with selected study materials.

Assessment: Online exercises and research project proposal.
**SCHOOL OF EDUCATION**

Below are details of courses offered by the School of Education in 2011. This information is also available online on the University’s searchable courses database at www.vu.edu.au/courses

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

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

Course Code: AEBC

Campus: St Albans.

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.

Course Duration: 4 years

Admission Requirements:

Course Structure

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<tr>
<td>AEB1102</td>
<td>INQUIRY FOR UNDERSTANDING</td>
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<tr>
<td>AEB1181</td>
<td>PLAY DEVELOPMENT AND LEARNING</td>
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<tr>
<td>AEB1171</td>
<td>HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION</td>
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<td>Year 1, Semester 2</td>
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<tr>
<td>AEB1282</td>
<td>DEVELOPMENT STUDIES 1</td>
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<td>AEB1261</td>
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Plus one General Studies Elective

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<td>AEB2160</td>
<td>MATHEMATICS AND NUMERACY IN EARLY CHILDHOOD</td>
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<tr>
<td>AEB2210</td>
<td>MAKING THE CONDITIONS FOR LEARNING</td>
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<td>AEB2265</td>
<td>SCIENCE ENVIRONMENT AND SOCIETY</td>
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<td>AEB2266</td>
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Plus one General Studies Elective

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<td>STUDENT DIVERSITY IN EARLY YEARS EDUCATION</td>
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<td>AEB3167</td>
<td>LANGUAGE AND LITERACY IN PRIMARY</td>
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<td>ORIENTATION TO PRIMARY SCHOOLS</td>
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<td>AEB3268</td>
<td>PRACTICE IN PARTNERSHIP 1 (ECE 3-6 YEARS)</td>
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<tr>
<td>AEB3373</td>
<td>CRITICAL CONTEMPORARY ISSUES IN EARLY CHILDHOOD</td>
</tr>
<tr>
<td>AEB3285</td>
<td>INCLUSIVE PRACTICE IN EDUCATION</td>
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**BACHELOR OF EDUCATION (I)**

Course Code: ABED

Campus: St Albans, Footscray Park.

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.

Course Duration: 4 years

Admission Requirements: 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.

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. (P12) 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

AEB1101 LEARNING IN A CHANGING WORLD 12
AEB1301 INQUIRY FOR MATHEMATICAL UNDERSTANDING 12

Discipline Specialisation A 1
Discipline Specialisation B 1

Year 1, Semester 2

AEB1210 UNDERSTANDING LEARNING 12
AEB1250 COMMUNICATION AND SOCIAL ACTION 12

Discipline Specialisation A 2
Discipline Specialisation B 2

Year 2, Semester 1

AEB2110 TEACHERS KNOWING CHILDREN 12
AEB2150 REASONING FOR PROBLEM SOLVING 12

Discipline Specialisation A 3
Discipline Specialisation B 3

Year 2, Semester 2

AEB2210 MAKING THE CONDITIONS FOR LEARNING 12

Year 2 Primary PCK Unit

Discipline Specialisation A 4
Discipline Specialisation B 4

Year 3, Semester 1

AEB3301 INQUIRY INTO ADOLESCENT TEACHING AND LEARNING 12

Secondary PCK A: Choose from Secondary PCK units to match Discipline Specialisation A

Secondary PCK B: Choose from Secondary PCK units to match Discipline Specialisation B

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 A: Choose from Secondary PCK units to match Discipline Specialisation A

Secondary PCK B: Choose from Secondary PCK units to match Discipline Specialisation B

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 3 Primary PCK units

Year 4, Semester 2

AEB4211 JOINING THE PROFESSION 12
AEB4250 PROFESSIONAL ORIENTATION 12

Primary PCK Option: Choose from Year 4 Primary PCK units

Year 4, Semester 3

AEB4210 PRACTICE IN PARTNERSHIP 24
AEB4250 PROFESSIONAL ORIENTATION 12
AEB4211 JOINING THE PROFESSION 12

Year 3, Semester 1

AEB1103 LEARNING, TEACHING AND PRAXIS INQUIRY 12
AEB2210 MAKING THE CONDITIONS FOR LEARNING 12
AEB1250 COMMUNICATION AND SOCIAL ACTION 12
AEB2110 TEACHERS KNOWING CHILDREN 12
AEB2150 REASONING FOR PROBLEM SOLVING 12

Year 3, Semester 2

AEB3301 INQUIRY INTO ADOLESCENT TEACHING AND LEARNING 12
AEB3302 CRITICAL PRACTICES FOR TEACHERS IN SECONDARY SCHOOLS 12

Secondary PCK A: Choose from Secondary PCK units to match Discipline Specialisation A

Secondary PCK B: Choose from Secondary PCK units to match Discipline Specialisation B

Primary PCK Option: Choose from Year 3 Primary PCK units

Primary PCK Option: Choose from Year 4 Primary PCK units

Year 4, Semester 2
BACHELOR OF EDUCATION (VET/SECONDARY TEACHING)
Course Code: ABVS
Campus: St Albans.

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.

Course Duration: 4 years

Admission Requirements: The two-year program will be open to candidates possessing: completed apprenticeship plus eight years of relevant industrial experience (counted from the start of apprenticeship); two-year former Associate Diploma or current TAFE Diploma plus two years of relevant industrial experience; Certificate of Technology plus six years of relevant industrial experience.

Course Structure
Year 1, Semester 1
Advanced Standing Year 1 - Full Credit
Year 1, Semester 2
Advanced Standing Year 1 - Full Credit
Year 2, Semester 1
Advanced Standing Year 2 - Full Credit
Year 2, Semester 2
Advanced Standing Year 2 - Full Credit
Year 3, Semester 1
AEB2115 LEARNING AND TEACHING 12
TAA40104 Cert IV in Training and Assessment
21205VIC Graduate Diploma in Vocational Education and Training
Year 3, Semester 2
AEB3110 RESPONDING TO STUDENT DIVERSITY 12
AEB3150 ENGAGEMENT AND PATHWAYS 12
TAA40104 Cert IV in Training and Assessment
21205VIC Graduate Diploma in Vocational Education and Training
Year 4, Semester 1
AEB4110 CHANGE AND SOCIAL JUSTICE 12
AEB3250 PEDAGOGY FOR INCLUSION 12
AEB3210 COLLABORATING FOR ACCESS AND SUCCESS 12
21205VIC Graduate Diploma in Vocational Education and Training
Year 4, Semester 2
AEB4250 PROFESSIONAL ORIENTATION 12
AEB4212 JOINING THE TEACHING PROFESSION 12
AEB4215 PRACTICE IN PARTNERSHIP (VET-SECONDARY TEACHING) 24
Electives to be advised

GRADUATE DIPLOMA IN EDUCATIONAL LEARNING AND LEADERSHIP (I)
Course Code: AGBE
Campus: St Albans, Footscray Park, Other, Some units may be delivered offshore.

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 year

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. Extensive experience in the professional field is an advantage. International students require an IELTS score of 6.5 with a minimum of six (6) in any band.

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

Year 1, Semester 1
In the first semester, select one core unit and one elective unit from the list below

CORE UNITS
AED5007 CURRICULUM 24
AED5009 INNOVATION 24
AED5011 APPROACHES TO LEARNING 24
AED5012 EDUCATIONAL LEADERSHIP 24

ELECTIVE 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  POSTCOMPULSORY EDUCATION: POLICY AND PRACTICE  24
AED5027  ORGANISATIONAL CULTURE AND CHANGE IN EDUCATION AND TRAINING  24
AED5028  INTERNATIONALISATION IN EDUCATION AND TRAINING  24
AED5029  ADVANCED QUANTITATIVE RESEARCH METHODS  24
AED5030  POSITIVE EDUCATION  24

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

Year 1, Semester 2

In second semester select one core unit from the list below and the core research unit AED5001 Education Research Design and Methods.

CORE UNITS
AED5007  CURRICULUM  24
AED5009  INNOVATION  24
AED5111  APPROACHES TO LEARNING  24
AED5102  EDUCATIONAL LEADERSHIP  24

CORE RESEARCH UNIT
AED5001  EDUCATION RESEARCH DESIGN AND METHODS  24

GRADUATE DIPLOMA IN EARLY CHILDHOOD EDUCATION
Course Code:  AGEL
Campus:  St Albans.

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.

Course Duration:  1 year


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

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

Plus one elective (12 credit points)

GRADUATE DIPLOMA IN EDUCATIONAL LEARNING AND LEADERSHIP (I)
Course Code:  AGEL
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 year

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 proceed to the Masters level and to undertake a minor thesis, evidence of aptitude for a comprehensive research project is required. Professional experience is an advantage. International students require an IELTS score of 6.5 with a minimum of six (6) in any band.

Course Structure
The Graduate Diploma consists of six units of study incorporating two core and four elective units of study (6 x 16 credit points). 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.

SEMESTER ONE One core unit of study plus two other units of study selected from the units listed below - 3 x 16 credit points. SEMESTER TWO One core unit of study plus two other units of study selected from the units listed below - 3 x 16 credit points.
GRADUATE DIPLOMA IN EARLY CHILDHOOD TEACHING

Course Code: AGTE
Campus: St Albans, Footscray Park.

Course Objectives: Within the objectives of Victoria University, the Graduate Diploma in Early Childhood Teaching aims to: Develop teachers as active and reflective practitioners, equipped with the critical awareness, teaching competence, knowledge and attitudes to teach children in early childhood services and in the 21st century; Develop teachers’ critical understanding of the changing nature of society (technological, economic, environmental and cultural) and its implications for education; Introduce teachers to a range of approaches for the education of children, enabling the development of personal teaching practices which are suitable for teaching in early childhood services in economically and culturally diverse communities; Develop in teachers insights into patterns of the cultural and political relations in which early childhood services are located, with particular reference to education in economically and culturally diverse communities; Graduate teachers with the commitment to develop their teaching further in their own interests, those of young people and those of the early childhood services and communities in which they teach; To provide the School of Education with a suite of preservice teacher education courses which will attract international students and enable them to have extended participation in Australian educational settings needed for them to satisfy teacher registration requirements; Enable graduates to complete the proposed Master of Teaching currently being developed by the School of Education.

Course Duration: 1 year

Admission Requirements: For admission to this course applicants require an accredited 3 or 4 year undergraduate degree in any discipline.

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

AEG1411  ACTION RESEARCH PROJECT
AEG6101  THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE
AEG6102  WORKPLACE RESEARCH PROJECT

Year 1, Semester 2

AEG1310  PORTFOLIO DEVELOPMENT
AEG1501  CURRICULUM
AEG1502  EVALUATION
AEG1504  INNOVATION
AEG4222  INTERACTIVE WEB DESIGN AND PUBLISHING
AEG5001  APPROACHES TO LEARNING
AEG5002  EDUCATIONAL LEADERSHIP
AEG5004  EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY
AEG5005  MANAGING SITES FOR TEACHING AND LEARNING
AEG5006  TRAINING DESIGN AND PRACTICE
AEG5007  FACILITATING LEARNING ORGANISATIONS
AEG5008  MENTORING AND COACHING IN THE WORKPLACE
AEG5009  ASSESSMENT
AEG5010  PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY
AEG5011  REFORMING PEDAGOGY
AEG5012  PROMOTING MATHEMATICS UNDERSTANDING
AEG5014  APPROACHES TO CAREER EDUCATION
AEG5018  E-LEARNING
AEG5019  VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE

GRADUATE DIPLOMA IN TESOL (I)

Course Code: AGTL
Campus: Footscray Park.

Course Objectives: The course aims to provide: a comprehensive overview of issues in Teaching English to Speakers of Other Languages (TESOL), with specific focus on current TESOL teaching practices; and skills sufficient to function as competent TESOL program designers and teachers in a range of educational contexts.

Course Duration: 1 year

Admission Requirements: To qualify for admission to the Graduate Certificate in TESOL and Graduate Diploma in TESOL applicants must have a recognised Australian general 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.

Course Structure

NOTE: This course is part of a postgraduate program which also includes: ATTL Graduate Certificate in TESOL and ANTIL Master of TESOL. The Graduate Diploma
in TESOL comprises six units of study: AEG5123, AEG5124, AEG5125, AEG5126, ACA5021 and ACA5022. These units of study are related to TESOL methodology, the nature of the English language, second language acquisition, literacy, sociolinguistics and the institutional contexts of English language teaching. AEG5123 is a prerequisite for AEG5124 and AEG5126. International students must seek advice from the course coordinator before enrolling in AEG5124 ‘Professional Practice TESOL’. If this unit is not recommended or not required by international students, they can choose one of the units from the Master of Education (AMEB) course. Local students seeking accreditation with employing bodies such as the Victorian Department of Education and Early Childhood Development must complete AEG5124 Professional Practice - TESOL.

Year 1, Semester 1
AEG5123  TESOL METHODOLOGY  24
AEG5125  LITERACY METHODOLOGY  12
ACA5021  FOUNDATIONS OF LANGUAGE  12

Year 1, Semester 2
AEG5124  PROFESSIONAL PRACTICE - TESOL  24
AEG5126  TECHNIQUES IN TESOL  12
ACA5022  COMMUNICATION CULTURE AND DIVERSITY  12

GRADUATE DIPLOMA IN PRIMARY TEACHING
Course Code:  AGTP
Campus:  St Albans, Footscray Park.

Course Objectives:  Within the objectives of Victoria University, the Graduate Diploma in Primary Teaching aims to: Develop teachers as active and reflective practitioners, equipped with the critical awareness, teaching competence, knowledge and attitudes to teach children in primary education and in the 21st century; Develop teachers’ critical understanding of the changing nature of society (technological, economic, environmental and cultural) and its implications for education; Introduce teachers to a range of approaches for the education of children, enabling the development of personal teaching practices which are suitable for teaching in primary education in economically and culturally diverse communities; Develop in teachers insights into patterns of the cultural and political relations in which primary education services are located, with particular reference to education in economically and culturally diverse communities; Graduate teachers with the commitment to develop their teaching further in their own interests, those of young people and those of primary education and communities in which they teach; To provide the School of Education with a suite of preservice teacher education courses which will attract international students and enable them to have extended participation in Australian educational settings needed for them to satisfy teacher registration requirements; Enable graduates to complete the proposed Master of Teaching currently being developed by the School of Education.

Course Duration:  1 year

Admission Requirements:  For admission to this course students require an undergraduate degree.

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
AEG5109  APPROACHES TO TEACHING AND LEARNING  12
AEG5111  LITERACY IN EDUCATION  12

AEG5113  INTEGRATED STUDIES 1  12
Year 1, Semester 2
There are four units in Semester 2.
AEG5107  NEW LEARNING  12
AEG5110  APPROACHES TO TEACHING AND LEARNING  2  12
AEG5112  NUMERACY IN EDUCATION  12
AEG5114  INTEGRATED STUDIES 2  12

GRADUATE DIPLOMA IN YOUTH SERVICES MANAGEMENT
Course Code:  AGYS
Campus:  Footscray Park, Other, Some units are offered at City Flinders campus.

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.

Course Duration:  1 year

Admission Requirements:  Students are expected to have completed the post-graduate certificate in youth services management or its equivalent.

Course Structure
Students are required to complete two semesters of study equalling 96 credit points as per the structure below.
Year 1, Semester 1
AEYS001  YOUNG PEOPLE AND SOCIAL POLICY  12
AEYS002  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
AEYS003  EXPERIENTIAL AND APPLIED LEARNING  24
Plus one unit (24 credit points) selected from the Master of Education units listed below
. . Or.
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
BMO5564  HUMAN RESOURCE MANAGEMENT  12
Course Code: AMEB

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

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, theory and practical experience 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: 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. International students require an IELTS score of 6.5 with a minimum of six (6) in any band.

Course Structure

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

**Course Code:**
- BM05577: COMPETITIVE INNOVATION MANAGEMENT 12
- BM05602: BUSINESS PROJECT MANAGEMENT 12
- BM06506: WORK AND ORGANISATION SYSTEMS 12
- BM06509: LEADERSHIP AND CORPORATE GOVERNANCE 12
- BM06511: STRATEGIC MANAGEMENT AND BUSINESS POLICY 12
- BM06622: MANAGING INNOVATION AND ENTREPRENEURSHIP 12
- BM06624: ORGANISATION CHANGE MANAGEMENT 12
- BM06625: PERFORMANCE MANAGEMENT AND REWARDS 12
- AED5030: CURRICULUM 24
- AED5029: INNOVATION 24
- AED5028: APPROACHES TO LEARNING 24
- AED5027: EDUCATIONAL LEADERSHIP 24
- AED5026: THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE 24
- AED5025: WORKPLACE RESEARCH PROJECT 24
- AED5024: CURRENT ISSUES IN COMMUNITY ARTS 24
- AED5023: PORTFOLIO DEVELOPMENT 24
- AED5022: ACTION RESEARCH PROJECT 24
- AED5021: EVALUATION 24
- AED5020: INTERACTIVE WEB DESIGN AND PUBLISHING 24
- AED5019: EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY 24
- AED5018: MANAGING SITES FOR TEACHING AND LEARNING 24
- AED5017: TRAINING DESIGN AND PRACTICE 24
- AED5016: ACCELERATING LEARNING ORGANISATIONS 24
- AED5015: ASSESSMENT 24
- AED5014: PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY 24
- AED5013: REFORMING PEDAGOGY 24
- AED5012: PROMOTING MATHEMATICS UNDERSTANDING 24
- AED5011: APPROACHES TO CAREER EDUCATION 24
- AED5010: E-LEARNING 24
- AED5009: VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE 24
- AED5008: EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY 24
- AED5007: EDUCATIONAL LEADERSHIP 24
- AED5006: PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY 24
- AED5005: REFORMING PEDAGOGY 24
- AED5004: MENTORING AND COACHING IN THE WORKPLACE 24
- AED5003: REFLECTIVE PRACTICE IN EDUCATIONAL CONSULTANCY 24
- AED5002: THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE 24
- AED5001: POSITIVE EDUCATION 24

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

**Year 1, Semester 1**
- In the first semester select one core unit and one elective unit from the list below.

**Year 1, Semester 2**
- Students can exit after Semester 1 with the Graduate Certificate in Educational Leadership and Professional Practice (ATEB).

**Year 2, Semester 2**
- In second semester select one core unit from the list below and the core research unit AED5001 Education Research Design and Methods.

**CORE UNITS**
- AED5007: CURRICULUM 24
- AED5009: INNOVATION 24
- AED5011: APPROACHES TO LEARNING 24
- AED5012: EDUCATIONAL LEADERSHIP 24
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; creativity and flexibility in the change and leadership related to their professional field; skills to develop and manage training and professional leadership; an international perspective on education; an understanding of the contemporary context of education, theoretical perspective and critical literacy in education for lifelong learning informed by current research; and an understanding of the contemporary context of education, theoretical perspective and critical literacy in education for lifelong learning informed by current research.

**Course Objectives:**

- Extensive experience in the professional fields associated with the specialisations in Year 2, Semester 1
- In the third and final semester students have two options.
- Option 1: Complete 48 credit points of electives
- Option 2: Complete a Minor Thesis (either full time or part time)
-OPTION 1: Select 48 credit points of electives
- OPTION 2: Complete a Minor Thesis (either full time or part time)

**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

AND

AEM1659 MINOR THESIS (FULL-TIME) 32

- OR if studying part-time then enrol in the following unit for 2 semesters

AEM1660 MINOR THESIS (PART-TIME) 16

**Core Units of Study**

AEG1501 CURRICULUM 16

AEG1504 INNOVATION 16

AEG5001 APPROACHES TO LEARNING 16

AEG5002 EDUCATIONAL LEADERSHIP 16

**Research Methods Units of Study**

AEM6100 EDUCATION RESEARCH DESIGN AND METHODS 16

**Research Units of Study**

AEG1411 ACTION RESEARCH PROJECT 16

AEM6101 THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE 16

AEM6102 WORKPLACE RESEARCH PROJECT 16

**Elective Units of Study**

AEG1003 CURRENT ISSUES IN COMMUNITY ARTS 16

AEG1310 PORTFOLIO DEVELOPMENT 16

AEG1501 CURRICULUM 16

AEG1502 EVALUATION 16

AEG1504 INNOVATION 16

AEG4222 INTERACTIVE WEB DESIGN AND PUBLISHING 16

AEG5002 EDUCATIONAL LEADERSHIP 16

AEG5004 EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY 16

AEG5005 MANAGING SITES FOR TEACHING AND LEARNING 16

AEG5006 TRAINING DESIGN AND PRACTICE 16

AEG5007 FACILITATING LEARNING ORGANISATIONS 16

AEG5008 MENTORING AND COACHING IN THE WORKPLACE 16

AEG5009 ASSESSMENT 16

AEG5010 PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY 16

AEG5011 REFORMING PEDAGOGY 16

AEG5012 PROMOTING MATHEMATICS UNDERSTANDING 16

AEG5014 APPROACHES TO CAREER EDUCATION 16

AEG5018 E-LEARNING 16

AEG5019 VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE 16
MASTER OF TEACHING (SECONDARY) (I)

Course Code: AMET

Campus: St Albans, Footscray Park.

This course is for Continuing students only

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 & #8216;learning in the workplace' & #8217; which involves both engaging fully with their own teaching practices as well as engaging in the wider school community where a complex number of stakeholders coexist; Develop knowledge about and experience in educational research linked to their practice; Engage with research-based teaching and apply theoretical models to their practice; Take leadership in the intellectual, professional and social climate of schools and other formal and informal teaching and learning institutions; Fully engage in a program that expresses explicit social justice commitments in education by ensuring that graduates are able to adopt pedagogical approaches and curriculum settings that include all students in learning; Share their culturally and linguistic diverse backgrounds and enrich their learning experiences as well as their students; Be eligible for professional teacher registration in Victorian schools by undertaking two years of study in Australia, an important consideration for international students. Meet the needs of secondary schools by offering students teaching qualifications in discipline areas that are currently in demand including Mathematics and Science education.

Course Duration: 2 years

Admission Requirements: An undergraduate degree, with appropriate prerequisites for two Learning Area Study sequences, as required by the Victorian Institute of Teaching (VIT). International students with overseas qualifications are required to submit supplementary information to the Victoria University International (VUI) office. Students may be requested to attend an interview with School of Education staff. Applicants with an IELTS (Academic Module) of 6.5 are eligible to apply 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.

Course Structure

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

Semester One
AEG1652 SOCIAL CONTEXT OF TEACHING AND LEARNING 12
AEG1653 APPROACHES TO TEACHING AND LEARNING 12
Plus First Discipline Study - Unit 1
Plus Second Discipline Study - Unit 1
Semester Two
AEG1651 NEW LEARNING 12
AEG1654 APPROACHES TO TEACHING AND LEARNING 2 12
Plus First Discipline Study - Unit 2
Plus Second Discipline Study - Unit 2
Exit point - HGES Graduate Diploma in Secondary Education
Semester Three
Approved Elective Study 1
Approved Elective Study 2
Approved Elective Study 3
Approved Elective Study 4
Semester Four
Approved Elective Study 5
Approved Elective Study 6
Approved Elective Study 7
Approved Elective Study 8

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

Semester One
AGS5001 PROFESSIONAL ENGLISH FOR NON-NATIVE SPEAKERS OF ENGLISH 12
AGS5002 INTERACTING IN THE PROFESSIONAL WORKPLACE 12
AGS5003 PROFESSIONAL PRACTICE IN THE WORKPLACE 24
Semester Two
AEG1652 SOCIAL CONTEXT OF TEACHING AND LEARNING 12
AEG1653 APPROACHES TO TEACHING AND LEARNING 12
Plus First Discipline Study - Unit 1
Plus Second Discipline Study - Unit 1
Semester Three
AEG1651 NEW LEARNING 12
AEG1654 APPROACHES TO TEACHING AND LEARNING 2 12
Plus First Discipline Study - Unit 2
Plus Second Discipline Study - Unit 2
Exit point - HGES Graduate Diploma in Secondary Education
Semester Four
Approved Elective Study 1
Approved Elective Study 2
Approved Elective Study 3
Approved Elective Study 4

MASTER OF TEACHING

Course Code: AMET

Campus: St Albans, Footscray Park.

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 & #8211; 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,
Course Duration: 2 years

Admission Requirements: An undergraduate degree, with sector appropriate prerequisites as required by the Victorian Institute of Teaching (VIT).

Course Structure
The Master of TESOL (I) 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 (6 x 12 credit point units worth a total of 96 credit points) which relate to a specific education sector. Each student will choose from early childhood, primary or secondary. In the second year each student will undertake approved electives totalling 96 credit points. IELTS STUDENTS For students with an IELTS score of 6.5 or greater, the first semester will include three specified English Communication units (totalling 48 credit points). The second and third semesters will comprise eight core units (8 x 12 credit point units worth a total of 96 credit points) which relate to a specific education sector. Each student will choose from early childhood, primary or secondary. In the fourth and final semester each student will undertake approved electives totalling 48 credit points. The intake for IELTS students is usually mid-year.

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

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

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

NON-IELTS STUDENTS
First and second semesters
Complete one of the following courses: Graduate Diploma in Early Childhood Education (AGTE), Graduate Diploma in Primary Education (AGTP) or Graduate Diploma in Secondary Education (HGES).

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

Course Duration: 1.5 years

Admission Requirements: To qualify for admission to the Master of TESOL, applicants must have successfully completed a Graduate Diploma in TESOL at a minimum average of second class honours (H2A -70%) (or equivalent).

Course Structure
After successful completion of the Graduate Diploma in TESOL (or equivalent), onshore AMTL students have two options: Option 1: Students would need to successfully complete one research unit of study and one other unit of study from those offered in the Master of Education (AMEB) course. Option 2: Students would need to complete a minor thesis. After completion of a recognised Graduate Diploma in TESOL (or equivalent), offshore AMTL students would need to successfully complete one research unit of study and two other units of study offered in the Master of Education (AMEB). Offshore students are required to complete 3 x 24 credit point units of study as they receive a maximum of 72 credit points recognition for their previous Graduate Diploma of TESOL studies.

Year 1 Semester 1
AEG5123 TESOL METHODOLOGY 24
AEG5125 LITERACY METHODOLOGY 12
ACAS021 FOUNDATIONS OF LANGUAGE 12

Year 1 Semester 2
AEG5124 PROFESSIONAL PRACTICE - TESOL 24
AEG5126 TECHNIQUES IN TESOL 12
ACAS022 COMMUNICATION CULTURE AND DIVERSITY 12

Onshore Students: After successful completion of year one (which is equivalent to the Graduate Diploma of TESOL), onshore AMTL students have two options: Option 1: Students would need to successfully complete one Master of Education (AMEB) research unit of study (AED5001) and one other unit of study from those offered in the Master of Education (AMEB) course. Option 2: Students would need to complete a minor thesis (AED6001 or if part-time AED6002). Offshore Students: After completion of a Graduate Diploma of TESOL (or equivalent), offshore AMTL students would need to successfully complete one 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
AED5001 EDUCATION RESEARCH DESIGN AND METHODS 24
PLUS for on-shore students unit/s totalling 24 credit points selected from the list below:
PLUS for off-shore students unit/s totalling 48 credit points selected from the list below:
AED5002 THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE 24
AED5003 WORKPLACE RESEARCH PROJECT 24
AED5004 CURRENT ISSUES IN COMMUNITY ARTS 24
AED5005 PORTFOLIO DEVELOPMENT 24
AED5006 ACTION RESEARCH PROJECT 24
AED5007 CURRICULUM 24
AED5008 EVALUATION 24
AED5009 INNOVATION 24
AED5010 INTERACTIVE WEB DESIGN AND PUBLISHING 24
AED5011 APPROACHES TO LEARNING 24
AED5012 EDUCATIONAL LEADERSHIP 24
Research Design and Methods

The usual course of study for offshore students is the following:

AED5001 Education
AED5008 Evaluation

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

AED6002 MINOR THESIS (PART-TIME)

The usual course of study for offshore students is the following: AED5001 Education Research Design and Methods AED5009 Innovation AED5008 Evaluation
### MASTER OF EDUCATION (VET)

**Course Code:** AMVT  
**Campus:** Footscray Park. Some units are offered at City Flinders campus.  

**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 mastery of the field of study and related professional practice; and utilise 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 mastery of the field of study and related professional practice.  

**Course Duration:** 1.5 years  
**Admission Requirements:** Successful applicants will usually have an undergraduate degree or equivalent, and/or a Graduate Certificate/Graduate Diploma in VET and/or an equivalent qualification as approved by the School of Education. International applicants will have an IELTS score of 6.5 with a minimum of 6 in each band.  

**Course Structure**  
The course consists of a total of 144 credit points. The course can be completed over three semesters of full-time study or on a part-time basis. The coursework option consists of six elective units of study (6 x 24 = 144 credit points). The coursework/research option consists of two elective units of study (2 x 24 = 48 credit points), two research units (2 x 24 = 48 credit points), and a minor thesis (48 credit points).  

#### COURSEWORK OPTION  
Select six units from the following eleven electives:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AED5008</td>
<td>EVALUATION</td>
<td>24</td>
</tr>
<tr>
<td>AED5011</td>
<td>APPROACHES TO LEARNING</td>
<td>24</td>
</tr>
<tr>
<td>AED5012</td>
<td>EDUCATIONAL LEADERSHIP</td>
<td>24</td>
</tr>
<tr>
<td>AED5018</td>
<td>ASSESSMENT</td>
<td>24</td>
</tr>
<tr>
<td>AED5019</td>
<td>PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY</td>
<td>24</td>
</tr>
<tr>
<td>AED5023</td>
<td>E-LEARNING</td>
<td>24</td>
</tr>
<tr>
<td>AED5024</td>
<td>VOCATIONAL EDUCATION AND TRAINING</td>
<td>24</td>
</tr>
<tr>
<td>AED5025</td>
<td>DEVELOPING THE VET PROFESSIONAL</td>
<td>24</td>
</tr>
<tr>
<td>AED5026</td>
<td>POSTCOMPULSORY EDUCATION: POLICY AND PRACTICE</td>
<td>24</td>
</tr>
<tr>
<td>AED5027</td>
<td>ORGANISATIONAL CULTURE AND CHANGE IN EDUCATION AND TRAINING</td>
<td>24</td>
</tr>
<tr>
<td>AED5028</td>
<td>INTERNATIONALISATION IN EDUCATION AND TRAINING</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>COURSEWORK AND RESEARCH OPTION</td>
<td>24</td>
</tr>
</tbody>
</table>

#### ELECTIVES  
Select two units from the following eleven electives:  

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
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<tr>
<td>AED5018</td>
<td>ASSESSMENT</td>
<td>24</td>
</tr>
<tr>
<td>AED5019</td>
<td>PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY</td>
<td>24</td>
</tr>
<tr>
<td>AED5023</td>
<td>E-LEARNING</td>
<td>24</td>
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<tr>
<td>AED5024</td>
<td>VOCATIONAL EDUCATION AND TRAINING</td>
<td>24</td>
</tr>
<tr>
<td>AED5025</td>
<td>DEVELOPING THE VET PROFESSIONAL</td>
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<tr>
<td>AED5028</td>
<td>INTERNATIONALISATION IN EDUCATION AND TRAINING</td>
<td>24</td>
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</tbody>
</table>

### MASTER OF YOUTH SERVICES MANAGEMENT

**Course Code:** AMYS  
**Campus:** Footscray Park, Other, Some units are offered at City Flinders campus.  

**Course Objectives:** This course aims to: encourage students to apply higher order analysis to current developments in youth work policy and practice; 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.  

**Course Duration:** 1.5 years  
**Admission Requirements:** Students are expected to have successfully completed the postgraduate diploma in youth services management or its equivalent.  

**Course Structure**  
This course comprises three semesters of 48 credit points with a total of 144 credit points. These can be taken as 12 or 24 credit point units and/or the course can be studied on a full-time or part-time mode. Students can exit after semester 1 with the Graduate Certificate of Youth Services Management (ATYS). Students can exit after semester 2 with the Graduate Diploma of Youth Services Management (AGYS).  

#### Year 1, Semester 1  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEY5001</td>
<td>YOUNG PEOPLE AND SOCIAL POLICY</td>
<td>12</td>
</tr>
<tr>
<td>AEY5002</td>
<td>PROFESSIONAL PRACTICE FOR YOUTH DEVELOPMENT</td>
<td>12</td>
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</table>

#### Year 2, Semester 2  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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</thead>
<tbody>
<tr>
<td>AEY5001</td>
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<td>12</td>
</tr>
<tr>
<td>AEY5002</td>
<td>PROFESSIONAL PRACTICE FOR YOUTH DEVELOPMENT</td>
<td>12</td>
</tr>
</tbody>
</table>
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Course Code:

DOCTOR OF PHILOSOPHY (I)

Course Code: APED

Campus: St Albans, Footscray Park.

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.

Course Duration: 4 years

Admission Requirements: 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: St Albans, Footscray Park, St Albans, Footscray Park, Other, Some units may be delivered offshore.

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: 0.5 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. Extensive experience in the professional field is an advantage. International students require an IELTS score of 6.5 with a minimum of six (6) in any band.

Course Structure

Students completing this course in full-time mode must complete 48 credit points over one semester as defined in the course structure below.
Year 1, Semester 1
Students select one core unit and one elective unit from the list below.

**CORE UNITS**
- AED5007 CURRICULUM
- AED5009 INNOVATION
- AED5011 APPROACHES TO LEARNING
- AED5012 EDUCATIONAL LEADERSHIP

**ELECTIVE UNITS**
- AED5002 THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE
- AED5003 WORKPLACE RESEARCH PROJECT
- AED5004 CURRENT ISSUES IN COMMUNITY ARTS
- AED5005 PORTFOLIO DEVELOPMENT
- AED5006 ACTION RESEARCH PROJECT
- AED5008 EVALUATION
- AED5010 INTERACTIVE WEB DESIGN AND PUBLISHING
- AED5013 EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY
- AED5014 MANAGING SITES FOR TEACHING AND LEARNING
- AED5015 TRAINING DESIGN AND PRACTICE
- AED5016 FACILITATING LEARNING ORGANISATIONS
- AED5017 MENTORING AND COACHING IN THE WORKPLACE
- AED5018 ASSESSMENT
- AED5019 PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY
- AED5020 REFORMING PEDAGOGY
- AED5021 PROMOTING MATHEMATICS UNDERSTANDING
- AED5022 APPROACHES TO CAREER EDUCATION
- AED5023 E-LEARNING
- AED5024 VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE
- AED5025 DEVELOPING THE VET PROFESSIONAL
- AED5026 POSTSECONDARY EDUCATION: POLICY AND PRACTICE
- AED5027 ORGANISATIONAL CULTURE AND CHANGE IN EDUCATION AND TRAINING
- AED5028 INTERNATIONALISATION IN EDUCATION AND TRAINING
- AED5029 ADVANCED QUANTITATIVE RESEARCH METHODS
- AED5030 POSITIVE EDUCATION

**GRADUATE CERTIFICATE IN EDUCATIONAL LEARNING AND LEADERSHIP (I)**

**Course Code:** ATEL

**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:** 0.5 years

**Admission Requirements:** To qualify for admission to the course, applicants must have a university degree completed at a mentorious level, or an equivalent qualification as approved by the School of Education. To proceed to the Masters level and to undertake a minor thesis, evidence of aptitude for a comprehensive research project is required. Professional experience is an advantage. International students required an IELTS score of 6.5 with a minimum of six (6) in any band.

**Course Structure**

The Graduate Certificate consists of ONE CORE UNIT OF STUDY plus TWO OTHER UNITS OF STUDY SELECTED FROM THE LISTS BELOW - 3 x 16 credit points

**Core Units of Study**
- AEG5001 APPROACHES TO LEARNING 16
- AEG1501 CURRICULUM 16
- AEG1504 INNOVATION 16
- AEG5002 EDUCATIONAL LEADERSHIP 16
- AEM6100 EDUCATION RESEARCH DESIGN AND METHODS 16
- AEG1502 EVALUATION 16
- AEG1504 INNOVATION 16
- AEG4222 INTERACTIVE WEB DESIGN AND PUBLISHING 16
- AEG5001 APPROACHES TO LEARNING 16
- AEG5002 EDUCATIONAL LEADERSHIP 16
- AEG5004 EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY 16
- AEG5005 MANAGING SITES FOR TEACHING AND LEARNING 16
- AEG5006 TRAINING DESIGN AND PRACTICE 16
- AEG5007 FACILITATING LEARNING ORGANISATIONS 16
- AEG5008 MENTORING AND COACHING IN THE WORKPLACE 16
- AEG5009 ASSESSMENT 16
- AEG5010 PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY 16
GRADUATE CERTIFICATE IN TESOL (I)
Course Code: ATTL
Campus: Footscray Park.

Course Objectives: The course aims to provide: a comprehensive overview of issues in teaching English to Speakers of Other Languages (TESOL), with specific focus on current TESOL teaching practices; and skills sufficient to function as competent TESOL program designers and teachers in a range of educational contexts.

Course Duration: 0.5 years

Admission Requirements: 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 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. Other, Some units are offered at City Flinders campus.

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.

Course Duration: 0.5 years

Admission Requirements: Students are expected to have already completed an undergraduate degree or equivalent with at least two years work experience in the youth work 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

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:

BM05646 HUMAN RESOURCE MANAGEMENT 12
BM05602 BUSINESS PROJECT MANAGEMENT 12
BM06506 WORK AND ORGANISATION SYSTEMS 12
BM06511 STRATEGIC MANAGEMENT AND BUSINESS POLICY 12
BM06622 MANAGING INNOVATION AND ENTREPRENEURSHIP 12
BM06624 ORGANISATION CHANGE MANAGEMENT 12
BM06625 PERFORMANCE MANAGEMENT AND REWARDS 12

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 ARTS - EARLY CHILDHOOD EDUCATION
Course Code: HBEC
Campus: Melton.

This course is for Continuing students only

Course Objectives: The aims of the course are to: plan and implement a range of developmentally appropriate inclusive programs for young children - birth through to six years old; teach and administer within a range of early childhood settings eg. centre-based, home-based, pre-school and kindergarten settings; reflect on, critically analyse and solve problems in professional practice; be 'reflective practitioners' equipped with critical awareness, teaching competencies and knowledge to teach young children in a range of early childhood settings; provide educational leadership for a range of staff within a multidisciplinary early childhood program; continue the personal education of students with particular concern for the development of knowledge, competencies and understandings appropriate for teaching in a diverse range of early childhood settings; develop students’ knowledge of a range of approaches to the education of young children, enabling the development of personal teaching practices which are culturally relevant; develop students’ ability to work effectively with parents and the community, including the articulation of their professional practice; and demonstrate commitment to explicit social goals for education, which also include economic and cultural goals.
Course Duration: 2 years

Admission Requirements: To qualify for admission to the course applicants must normally have successfully completed a two-year TAFE Diploma in Child Studies, such as the Diploma of Community Services (Children’s Services); or the Diploma of Community Services (Child Care); or Associate Diploma of Social Sciences (Child Care); or equivalent. Applicants may be required to attend a selection interview.

Course Structure
The course is currently offered over six semesters on a part-time basis.

Year 1
AEB1610 GENERAL STUDIES: CURRENT RESEARCH IN EARLY CHILDHOOD EDUCATION 12
AEB1620 GENERAL STUDIES: DEVELOPMENTAL STUDIES 1 (INFANT/TODDLER) 12
AEB2010 MATHEMATICS AND NUMERACY EDUCATION 12
AEB1020 LANGUAGE, EDUCATION AND CULTURE 12

Year 2 Semester 1
AEB3010 SCIENCE, TECHNOLOGY AND NUMERACY 12
AEB3020 CURRICULUM THEORY 12

Semester 2
AEB1630 GENERAL STUDIES: DEVELOPMENTAL STUDIES 2 (3-8 YEARS) 12
AEB2020 ARTS AND LITERACY EDUCATION 12

Year 3 Semester 1
AEB1640 GENERAL STUDIES: ADMINISTRATION AND MANAGEMENT 12
AEB4010 PHYSICAL EDUCATION, HEALTH AND COMMUNITY 12

Semester 2
AEB3040 INCLUSIVE EDUCATION 12
AEB1650 GENERAL STUDIES: POLICY AND PRACTICE IN EARLY CHILDHOOD EDUCATION 12

BACHELOR OF EDUCATION
Course Code: HBED

Campus: St Albans, Footscray Park.

This course is for Continuing students only

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.

Course Duration: 4 years

Admission Requirements: 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

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 TEACHERS KNOWING CHILDREN 12
AEB2150 REASONING FOR PROBLEM SOLVING 12

Elective General Studies Unit 5
Elective General Studies Unit 6

Semester 2
AEB2210 MAKING THE CONDITIONS FOR LEARNING 12
Curriculum Option 1 (see below)
Elective General Studies Unit 7
Elective General Studies Unit 8

Year 3
Semester 1
AEB3110 RESPONDING TO STUDENT DIVERSITY 12
AEB3150 ENGAGEMENT AND PATHWAYS 12

Elective General Studies Unit 9
Elective General Studies Unit 10

Semester 2
AEB3210 COLLABORATING FOR ACCESS AND SUCCESS 12
AEB3250 PEDAGOGY FOR INCLUSION 12

Elective General Studies Unit 11
Elective General Studies Unit 12

Year 4
Semester 1
AEB4110 CHANGE AND SOCIAL JUSTICE 12
**FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT**

**BACHELOR OF ARTS (KYINANDOO) (I)**

**Course Code:** HBHK

**Campus:** St Albans.

**Course Objectives:** The objectives of the Kyinando 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.

**Course Duration:** 3 years

**Admission Requirements:** 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**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>AEK1101</td>
<td>INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS</td>
<td>12</td>
</tr>
<tr>
<td>AEK1102</td>
<td>GLOBAL INDIGENOUS CULTURES</td>
<td>12</td>
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<tr>
<td>AEK1103</td>
<td>INDIGENOUS CAREERS DEVELOPMENT</td>
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<td>AEK1104</td>
<td>MANAGING LEARNING AND INQUIRY</td>
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<td>AEK1201</td>
<td>INDIGENOUS AUSTRALIAN KNOWING</td>
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<td>AEK1202</td>
<td>GLOBAL INDIGENOUS COMMUNITIES</td>
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<td>AEK2102</td>
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<td>AEK2202</td>
<td>GLOBAL INDIGENOUS ISSUES</td>
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<td>AEK3101</td>
<td>KNOWING INDIGENOUS AUSTRALIAN COMMUNITIES</td>
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<td>AEK3102</td>
<td>INDIGENOUS LITERACIES</td>
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<td>AEK3201</td>
<td>LEADERSHIP IN INDIGENOUS AUSTRALIAN COMMUNITIES</td>
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<tr>
<td>AEK3202</td>
<td>GLOBAL INDIGENOUS LEADERSHIP</td>
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</tr>
</tbody>
</table>

**Elective Units of Study**

Ten approved electives

**BACHELOR OF ARTS (YOUTH STUDIES) (I)**

**Course Code:** HBYS

**Campus:** Footscray Park.

**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:** To qualify for admission to the course applicants must have completed year 12 or equivalent.

**Course Structure**

Semesters 1 to 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAD2B</td>
<td>A SUPPORT FOR THE INTERESTS, RIGHTS AND NEEDS OF CLIENTS WITHIN DUTY OF CARE REQUIREMENTS</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>CHCS53C</td>
<td>CO-ORDINATE THE PROVISION OF SERVICES AND PROGRAMS</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>CHCNE14A</td>
<td>WORK WITH OTHER SERVICES</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>CHCCOM4B</td>
<td>DEVELOP, IMPLEMENT AND PROMOTE EFFECTIVE COMMUNICATIONS TECHNIQUES</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>CHCYTH5C</td>
<td>SUPPORT YOUTH PROGRAMS</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>CHCYTH6C</td>
<td>PROVIDE APPROPRIATE SERVICES FOR YOUNG PEOPLE</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>CHCYTH6B</td>
<td>MANAGE SERVICE RESPONSE TO YOUNG PEOPLE IN CRISIS</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>CHCCS402A</td>
<td>RESPOND HOUSTICIALLY TO CLIENT ISSUES</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>CHCORG27A</td>
<td>PLAN AND CONDUCT GROUP ACTIVITIES</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>CHCOH5401A</td>
<td>IMPLEMENT AND MONITOR OHS POLICIES AND PROCEDURES FOR A WORKPLACE</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>CHCCH971C</td>
<td>IDENTIFY AND RESPOND TO CHILDREN AND YOUNG PEOPLE AT RISK OF HARM</td>
<td>30</td>
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</tr>
</tbody>
</table>

**Elective Units of Study**

At least 2 units from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCM2C</td>
<td>ESTABLISH AND MONITOR A CASE PLAN</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>CHCM3B</td>
<td>DEVELOP, FACILITATE AND MONITOR ALL ASPECTS OF CASE MANAGEMENT</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>CHCMH1B</td>
<td>ORIENTATION TO MENTAL HEALTH WORK</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>CHCRF2A</td>
<td>PROVIDE INTERVENTION SUPPORT TO CHILDREN AND FAMILIES</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>CHCYTH3C</td>
<td>DEVELOP AND IMPLEMENT PROCEDURES TO ENABLE YOUNG PEOPLE TO ADDRESS THEIR NEEDS</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>CHCET3B</td>
<td>DEVELOP NEW NETWORKS</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>CHC008C</td>
<td>ASSESS THE NEEDS OF CLIENTS WHO HAVE ALCOHOL AND/OR OTHER DRUGS ISSUES</td>
<td>150</td>
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</tr>
<tr>
<td>CHCCW4A</td>
<td>DESIGN AND SUPERVISE FAMILY INTERVENTION STRATEGIES</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>CHCDVF5B</td>
<td>COUNSEL CLIENTS AFFECTED BY DOMESTIC AND FAMILY VIOLENCE</td>
<td>70</td>
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<tr>
<td>CHCPO4A</td>
<td>DEVELOP AND IMPLEMENT POLICY</td>
<td>70</td>
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</tr>
<tr>
<td>CHCYTH10A</td>
<td>WORK EFFECTIVELY WITH THE FAMILIES OF YOUNG PEOPLE</td>
<td>50</td>
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<tr>
<td>CHCCS405A</td>
<td>WORK EFFECTIVELY WITH CULTURALLY DIVERSE CLIENTS AND WORKERS</td>
<td>30</td>
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</tr>
<tr>
<td>CHCC501A</td>
<td>ASSESS AND RESPOND TO INDIVIDUALS AT RISK OF SELF-HARM OR SUICIDE</td>
<td>150</td>
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<tr>
<td>CHCORG25B</td>
<td>RECRUIT AND CO-ORDINATE VOLUNTEERS</td>
<td>70</td>
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<tr>
<td>CHCORG27A</td>
<td>PROVIDE MENTORING SUPPORT TO COLLEAGUES</td>
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<tr>
<td>SRXTEM003A</td>
<td>WORK AUTONOMOUSLY</td>
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<tr>
<td>AEB4174</td>
<td>ACTION RESEARCH 1</td>
<td>12</td>
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<tr>
<td>AEB4284</td>
<td>REFLECTIVE PRACTICE SEMINAR</td>
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<tr>
<td>AEB4283</td>
<td>PROFESSIONAL PRACTICE</td>
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<tr>
<td>AEB4282</td>
<td>YOUTH POLICY AND PRACTICE</td>
<td>12</td>
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<tr>
<td>Year 1, Semester 2</td>
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<td></td>
<td></td>
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<tr>
<td>AEB0644</td>
<td>SOCIAL INQUIRY THEORY AND RESEARCH</td>
<td>12</td>
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<tr>
<td>AEB4274</td>
<td>ACTION RESEARCH 2</td>
<td>12</td>
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</tr>
<tr>
<td>AEB4282</td>
<td>YOUTH POLICY AND PRACTICE</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

**The choice of electives will be individually tailored to students and can be chosen from other courses within the Faculty. Please refer all inquiries to the Course Co-ordinator. Approval must be given by the Course Co-ordinator.**

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**GRADUATE DIPLOMA IN SECONDARY EDUCATION (I)**

**Course Code:** HGES

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

**Course Objectives:** This course prepares suitably qualified applicants for careers in post-primary teaching in the areas of mathematics, science, computing, physical education, humanities, English as a Second Language and languages other than English.

**Course Duration:** 1 year

**Admission Requirements:** To qualify for admission, applicants must have satisfactorily completed an undergraduate degree of three or more years' duration; or an equivalent qualification, as approved by the School. PRACTICAL PLACEMENT Students should note that they will be unit to safety screenings (police checks) before practice placements, in accordance with Department of Education and Training Policy.

**Course Structure**

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

**FULL-TIME OPTION**

Year 1, Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEG5108</td>
<td>SOCIAL CONTEXT OF TEACHING AND LEARNING</td>
<td>12</td>
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</tr>
<tr>
<td>AEG5109</td>
<td>APPROACHES TO TEACHING AND LEARNING 1</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Year 1, Semester 2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>AEG5107</td>
<td>NEW LEARNING</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>AEG5110</td>
<td>APPROACHES TO TEACHING AND LEARNING 2</td>
<td>12</td>
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</tbody>
</table>
First Discipline Study - Unit 1 (12 credit points)
Second Discipline Study - Unit 2 (12 credit points)
(AEG5110 incorporates 20 days of supervised teaching practice and 10 days Project Partnership)

PART-TIME OPTION
Year 1, Semester 1
AEG5109  APPROACHES TO TEACHING AND LEARNING 1  12
Year 1, Semester 2
AEG5110  APPROACHES TO TEACHING AND LEARNING 2  12
Year 2, Semester 1
AEG5108  SOCIAL CONTEXT OF TEACHING AND LEARNING  12
Year 2, Semester 2
AEG5107  NEW LEARNING 1  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
AEG5201  TEACHING BUSINESS 1  12
AEG5202  TEACHING BUSINESS 2  12
AEG5203  TEACHING COMPUTING 1  12
AEG5204  TEACHING COMPUTING 2  12
AEG5205  TEACHING CREATIVITY AND THE ARTS 1  12
AEG5206  TEACHING CREATIVITY AND THE ARTS 2  12
AEG5207  TEACHING ENGLISH 1  12
AEG5208  TEACHING ENGLISH 2  12
AEG5209  TEACHING ENGLISH AS A SECOND LANGUAGE 1  12
AEG5210  TEACHING ENGLISH AS A SECOND LANGUAGE 2  12
AEG5211  TEACHING HUMANITIES 1  12
AEG5212  TEACHING HUMANITIES 2  12
AEG5213  TEACHING LANGUAGES OTHER THAN ENGLISH 1  12
AEG5214  TEACHING LANGUAGES OTHER THAN ENGLISH 2  12
AEG5215  TEACHING MATHEMATICS 1  12
AEG5216  TEACHING MATHEMATICS 2  12
AEG5217  TEACHING MUSIC 1  12
AEG5218  TEACHING MUSIC 2  12
AEG5219  TEACHING OUTDOOR EDUCATION 1  12
AEG5220  TEACHING OUTDOOR EDUCATION 2  12
AEG5221  TEACHING PHYSICAL EDUCATION 1  12
AEG5222  TEACHING PHYSICAL EDUCATION 2  12
AEG5223  TEACHING PSYCHOLOGY 1  12
AEG5224  TEACHING PSYCHOLOGY 2  12
AEG5225  TEACHING SCIENCE 1  12
AEG5226  TEACHING SCIENCE 2  12
AEG5227  TEACHING STUDENT WELFARE 1  12
AEG5228  TEACHING STUDENT WELFARE 2  12
AEG5229  TEACHING TECHNOLOGY 1  12
AEG5230  TEACHING TECHNOLOGY 2  12
AEG5231  TEACHING VOCATIONAL EDUCATION AND TRAINING 1  12
AEG5232  TEACHING VOCATIONAL EDUCATION AND TRAINING 2  12
AEG5233  EXTENDED DISCIPLINE STUDY 1  12
AEG5234  EXTENDED DISCIPLINE STUDY 2  12

GRADUATE DIPLOMA IN TESOL AND LITERACY
Course Code: HGTL
Campus: Footscray Park.
This course is for Continuing students only
Course Objectives:  
Course Duration:  1 year
Admission Requirements: To qualify for admission to the Graduate Diploma, applicants must either be a qualified teacher with a recognised degree or hold a diploma of at least three years’ duration with at least one year of teaching experience post-degree/ diploma, or an approved equivalent.
Course Structure
ACA5001  FOUNDATIONS OF LANGUAGE  16
AEG2204  LITERACY METHODOLOGY  16
AEG2205  ADVANCED LITERACY METHODOLOGY  16
AEG2200  TESOL METHODOLOGY  16
AEG2211  TECHNIQUES IN TESOL  16
Plus one of the following units:
AEG2202  PROFESSIONAL PRACTICE: TESOL  16
AEG2210  PROFESSIONAL PRACTICE: LITERACY  12
Or one approved elective from AMED Master of Education
Local students seeking accreditation with employing bodies such as the Department of Education and Training must complete AEG2202 Professional Practice - TESOL.
Assessment tasks for the elective must be based on TESOL and/or literacy field.

GRADUATE DIPLOMA IN TESOL
Course Code: HGTT
Campus: Footscray Park.
This course is for Continuing students only
Course Objectives:  The course aims to provide: a comprehensive overview of issues in Teaching English to Speakers of Other Languages (TESOL), with specific focus on current TESOL teaching practices; and skills sufficient to function as competent TESOL
program designers and teachers in a range of educational contexts.

**Course Duration:** 1 year

**Admission Requirements:** 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.

**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.

**Core Units Of Study**

- 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: AEG5001 Approaches to Learning, AEG5015 Curriculum, AEG5002 Evaluation, AEG5004 Innovation, AEG5005 Managing Sites for Teaching and Learning, AEG5018 E-Learning, AEG5009 Assessment, AEG5002 Educational Leadership or AEG5007 Facilitating Learning Organisations. Local students seeking accreditation with employing bodies such as the Department of Education and Early Childhood Development must complete AEG2202 Professional Practice - TESOL.

**MASTER OF EDUCATION (SPECIALISATION)**

**Course Code:** HAMED

**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:** 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
- AEM6159 MINOR THESIS (FULL-TIME) 32
- AEM6160 MINOR THESIS (PART-TIME) 16
- Or
  - One research unit of study and one other unit of study
  - Two research units of study
  - Two other units of study
  - Exit point: Master of Education (specialisation)

**Core Units Of Study**

- AEG1501 CURRICULUM 16
- AEG1504 INNOVATION 16
- AEG5001 APPROACHES TO LEARNING 16
- AEG5002 EDUCATIONAL LEADERSHIP 16

**Research Units Of Study**

- AEG1411 ACTION RESEARCH PROJECT 16
- AEM6101 THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE 16
- AEM6102 WORKPLACE RESEARCH PROJECT 16
- AEM6159 MINOR THESIS (FULL-TIME) 32
- AEM6160 MINOR THESIS (PART-TIME) 16

**Specialisation Units Of Study**

- Experiential Learning

- AEG1003 CURRENT ISSUES IN COMMUNITY ARTS 16
- AEG1501 CURRICULUM 16
- AEG1502 EVALUATION 16
- AEG1504 INNOVATION 16
- AEG2247 YOUNG PEOPLE AND SOCIAL POLICY 16
- AEG2248 PROFESSIONAL PRACTICE FOR YOUTH DEVELOPMENT 16
- AEG5001 APPROACHES TO LEARNING 16
- AEG5004 EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY 16
- AEG5005 MANAGING SITES FOR TEACHING AND LEARNING 16
- AEG5006 TRAINING DESIGN AND PRACTICE 16
- AEG5007 FACILITATING LEARNING ORGANISATIONS 16
- AEG5008 MENTORING AND COACHING IN THE WORKPLACE 16
MASTER OF TESOL AND LITERACY
Course Code: HMTL
Campus: Footscray Park.
This course is for Continuing students only
Course Objectives: This program provides students with a comprehensive overview of issues in TESOL and literacy. It focuses on current TESOL and literacy teaching; TESOL/literacy program design; and teaching in a range of educational contexts.
Course Duration: 1.5 years
Admission Requirements: To qualify for admission to the Master of TESOL and Literacy, applicants must have successfully completed the Graduate Diploma in TESOL and Literacy at a minimum average of second class honours (H2A - 70%) or equivalent.

MASTER OF TESOL (I)
Course Code: HMTT
Campus: Footscray Park, Other, Hanoi University, Hanoi.
This course is for Continuing students only
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.
Course Duration: 1.5 years
Admission Requirements: 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...
**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 employment pathways; numeracy and mathematics education; science education; learning in the workplace; adult and community education; recognition of prior learning; outdoor education; computer-mediated art; wilderness adventure-based therapy; experiential learning; workplace education and training; gender and affirmative action and policy studies. 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. Students, once accepted by the School for admission to the Master of Education by Research, will work with their supervisor to produce an application for candidature based upon a specific research topic. Upon acceptance of candidature by the University, the degree is normally completed within a minimum of 24 months of full-time study. Part-time study is also available, and can be carried out in conjunction with projects appropriate to the candidate's workplace.

**Course Duration:** 3 years

**Admission Requirements:** 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 Arts (Research)**

**Course Code:** HRAE

**Campus:** Other, Various, dependent on research area.

**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 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; effect of family and school relationships on learning; social basis of schooling; school change and reform; practitioner 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 employment pathways; numeracy and mathematics education; science education; learning in the workplace; adult and community education; recognition of prior learning; outdoor education; computer-mediated art; wilderness adventure-based therapy; experiential learning; workplace education and training; gender and affirmative action and policy studies. Students who have areas of interest in education other than those mentioned above are nevertheless encouraged to discuss enrolment possibilities with the School, which can facilitate co-supervisory links with other schools or institutions. Students, once accepted by the School for admission to the Master of Education by Research, will work with their supervisor to produce an application for candidature based upon a specific research topic. Upon acceptance of candidature by the University, the degree is normally completed within a minimum of 24 months of full-time study. Part-time study is also available, and can be carried out in conjunction with projects appropriate to the candidate’s workplace.

**Course Duration:** 2 years

**Admission Requirements:** To qualify for admission to the course, applicants must have a university degree completed at a meritorious level; and satisfied the School that they have aptitude for an extended research project. The latter requirement can be met either by extensive experience in the field of education and training, or by completion of an approved introductory research methodology activity.

**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 (I)**

**Course Code:** HRED

**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 appraisal in education and training; student learning in higher education; multimedia, online learning and computer-enhanced learning; vocational education and training; numeracy and mathematics education; science education; learning in the workplace; adult and community education; recognition of prior learning; outdoor education; computer mediated art; wilderness adventure based therapy; experiential learning; gender and affirmative action and policy studies. Students who have areas of interest in education other than those mentioned above are nevertheless encouraged to discuss enrolment possibilities with the School, which can facilitate co-supervisory links with other schools or institutions. Students, once accepted by the School for admission to the Master of Education by Research, will work with their supervisor to produce an application for candidature based upon a specific research topic. Upon acceptance of candidature by the University, the degree is normally completed within a minimum of 24 months of full-time study. Part-time study is also available, and can be carried out in conjunction with projects appropriate to the candidate’s workplace.

**Course Duration:** 2 years

**Admission Requirements:** To qualify for admission to the course, applicants must have a university degree completed at a meritorious level; and satisfied the School that they have aptitude for an extended research project. Some applicants may be required to audit a coursework unit of study in Research Methodology.

**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 TERTIARY EDUCATION**

**Course Code:** HTHE

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

**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.

**Course Structure**

- AET4100  LEARNING MATTERS AT VICTORIA UNIVERSITY
- AET4101  NEGOTIATING LEARNING
- AET4102  LEARNING AND DIVERSITY
- AET4103  STUDENT ASSESSMENT
- AET4104  DESIGNING FOR LEARNING
- AET4105  MANAGING LEARNING
- AET4106  IMPROVING PRACTICE
- AET4107  TEACHING PORTFOLIO

**DOCTOR OF EDUCATION**

**Course Code:** HZED

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

**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.

**Course Structure**

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

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AER8510</td>
<td>POLICY CONTEXT OF PROFESSIONAL PRACTICE</td>
<td>24</td>
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<tr>
<td>AER8514</td>
<td>THE PRACTICE OF PROFESSIONAL DEVELOPMENT</td>
<td>24</td>
</tr>
<tr>
<td>AER8517</td>
<td>INVESTIGATING PROFESSIONAL PRACTICE</td>
<td>24</td>
</tr>
<tr>
<td>AER8518</td>
<td>RESEARCHING PROFESSIONAL PRACTICE</td>
<td>24</td>
</tr>
</tbody>
</table>

DOCTORAL (FULL-TIME)

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

WORKPLACE PROJECT OPTION

Second Year

Students enrol in the following unit for two semesters:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AER8520</td>
<td>WORKPLACE PROJECT A (DOCTORAL)</td>
<td>48</td>
</tr>
</tbody>
</table>

Third Year

Students enrol in the following unit for two semesters:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AER8521</td>
<td>WORKPLACE PROJECT B (DOCTORAL)</td>
<td>48</td>
</tr>
</tbody>
</table>

THESIS OPTION

Second and Third Years

Students enrol in the following unit for four semesters:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AER8507</td>
<td>RESEARCH THESIS (FULL-TIME)</td>
<td>48</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AER8532</td>
<td>WORKPLACE PROJECT A (DOCTORAL) PART-TIME</td>
<td>24</td>
</tr>
</tbody>
</table>

Fifth and Sixth Years

Students enrol in the following unit for four semesters:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AER8533</td>
<td>WORKPLACE PROJECT B (DOCTORAL) PART-TIME</td>
<td>24</td>
</tr>
</tbody>
</table>

THESIS OPTION

Third, Fourth, Fifth and Sixth Years

Students enrol in the following unit for eight semesters:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AER8509</td>
<td>RESEARCH THESIS (PART-TIME)</td>
<td>24</td>
</tr>
</tbody>
</table>

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

Second Year

Students enrol in the following unit for one semester:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AER8519</td>
<td>WORKPLACE PROJECT (MASTERS)</td>
<td>48</td>
</tr>
</tbody>
</table>

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

Third Year

Students enrol in the following unit for two semesters:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AER8531</td>
<td>WORKPLACE PROJECT (MASTERS) PART-TIME</td>
<td>24</td>
</tr>
</tbody>
</table>
SPECIALISATIONS

AEEPEU EDUCATION AND PEDAGOGY ELECTIVE UNITS

Locations: St Albans, Footscray Park.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEB1100</td>
<td>LITERACY AND LANGUAGE</td>
<td>12</td>
</tr>
<tr>
<td>AEB1200</td>
<td>NUMERACY AND MATHEMATICS</td>
<td>12</td>
</tr>
<tr>
<td>AEX1099</td>
<td>STUDENT LEADERSHIP AND MENTORING</td>
<td>12</td>
</tr>
<tr>
<td>ACX2001</td>
<td>INTERNATIONAL STUDY</td>
<td>12</td>
</tr>
<tr>
<td>AEX3101</td>
<td>KNOWING INDIGENOUS AUSTRALIAN COMMUNITIES</td>
<td>12</td>
</tr>
<tr>
<td>AEB1181</td>
<td>PLAY DEVELOPMENT AND LEARNING</td>
<td>12</td>
</tr>
<tr>
<td>AEB0060</td>
<td>INTERPROFESSIONAL COLLABORATION</td>
<td>12</td>
</tr>
<tr>
<td>AEB3150</td>
<td>ENGAGEMENT AND PATHWAYS</td>
<td>12</td>
</tr>
<tr>
<td>AEB3200</td>
<td>TEACHING STUDENTS WITH SPECIAL LEARNING NEEDS</td>
<td>12</td>
</tr>
<tr>
<td>AEB3211</td>
<td>LEARNING IN A GLOBALISED WORLD</td>
<td>12</td>
</tr>
</tbody>
</table>

AEPCKF YEARS 3 AND 4 PRIMARY PCK UNITS

Locations: St Albans, Footscray Park.

When selecting the Primary PCK Units in Year 3 and Year 4 students must select the PCK Unit(s) to ensure that in their set of Primary and Secondary PCK units they complete at least one PCK unit of study from each of the following curriculum domains: humanities, science and technology, the creative arts, and physical activity and health.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEB2250</td>
<td>HEALTHY ACTIVITY, COMMUNITY AND WELLBEING</td>
<td>12</td>
</tr>
<tr>
<td>AEB2251</td>
<td>IMAGINATION, CREATIVITY AND DESIGN</td>
<td>12</td>
</tr>
<tr>
<td>AEB2301</td>
<td>RETHINKING AUSTRALIAN STUDIES</td>
<td>12</td>
</tr>
<tr>
<td>AEB2302</td>
<td>SCIENCE, ENVIRONMENT AND SUSTAINABILITY</td>
<td>12</td>
</tr>
</tbody>
</table>

AEPCKS YEAR 3 SECONDARY PCK UNITS

Locations: St Albans, Footscray Park.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEB3303</td>
<td>ART PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS</td>
<td>12</td>
</tr>
<tr>
<td>AEB3304</td>
<td>DRAMA AND DANCE PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS</td>
<td>12</td>
</tr>
<tr>
<td>AEB3305</td>
<td>ENGLISH PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS</td>
<td>12</td>
</tr>
<tr>
<td>AEB3306</td>
<td>TELP PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS</td>
<td>12</td>
</tr>
<tr>
<td>AEB3307</td>
<td>HEALTH PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS</td>
<td>12</td>
</tr>
<tr>
<td>AEB3308</td>
<td>HUMANITIES PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEB3309</td>
<td>INFORMATION AND COMMUNICATION TECHNOLOGIES PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS</td>
<td>12</td>
</tr>
<tr>
<td>AEB3310</td>
<td>LOTE PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS</td>
<td>12</td>
</tr>
<tr>
<td>AEB3311</td>
<td>MATHEMATICS PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS</td>
<td>12</td>
</tr>
<tr>
<td>AEB3312</td>
<td>MEDIA PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS</td>
<td>12</td>
</tr>
<tr>
<td>AEB3313</td>
<td>MUSIC PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS</td>
<td>12</td>
</tr>
<tr>
<td>AEB3314</td>
<td>OUTDOOR EDUCATION PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS</td>
<td>12</td>
</tr>
<tr>
<td>AEB3315</td>
<td>PHYSICAL EDUCATION PEDAGOGY AND PRACTICE FOR PRIMARY STUDENTS</td>
<td>12</td>
</tr>
<tr>
<td>AEB3316</td>
<td>PSYCHOLOGY PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS</td>
<td>12</td>
</tr>
<tr>
<td>AEB3317</td>
<td>SCIENCE</td>
<td></td>
</tr>
<tr>
<td>AEB3318</td>
<td>LEARNER WELFARE AND WELLBEING</td>
<td></td>
</tr>
<tr>
<td>AEB3319</td>
<td>TECHNOLOGY AND VET PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS</td>
<td>12</td>
</tr>
</tbody>
</table>

AEPCKT YEAR 2 PRIMARY PCK UNITS

Locations: St Albans, Footscray Park.

Students who take one or two Discipline Specialisations from Art, English/Literary Studies, Humanities, Drama and Performance Studies or Music should take AEB2302. Students who take one or two Discipline Specialisations from Business Studies, Health, Mathematics, ICT, Physical Education, Outdoor Education, Psychology, Science, Technology should take AEB2301.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEB2301</td>
<td>RETHINKING AUSTRALIAN STUDIES</td>
<td>12</td>
</tr>
<tr>
<td>AEB2302</td>
<td>SCIENCE, ENVIRONMENT AND SUSTAINABILITY</td>
<td>12</td>
</tr>
</tbody>
</table>
Below are unit details for courses offered by the School of Education in 2011.

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

AEB0040 LANGUAGE FUNCTIONS AND ANALYSIS 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is part of a major sequence in Language and Literary Studies in the Bachelor of Education. This unit is also a compulsory unit for TESL method studies for students enrolled in the Graduate Diploma of Secondary Education who do not have the required languages or linguistics background to be qualified to teach ESL by the Victorian Institute of Teaching. The unit will provide an introduction to major areas of language use, language structures and language functions. Students will learn about syntax, semantics, phonology, morphology and pragmatics through practical application and critical analysis relevant to their experiences and needs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Clearly define what is meant by a ‘standard’ language; Show comprehension of the many varieties of the one language; Identify basic grammatical features of the English language; Comprehend the principles involved in word formation; Demonstrate how in language words get their meanings and how these meanings are contextual; Recognise the main pragmatic features of social discourse; Articulate how language is involved in the development of social, ethnic, class and gender identity.

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


Assessment: Exercise, Homework tasks, 25%. Project, Language related research project, 75%. Total effective word limit 3000 words

AEB0041 LANGUAGE FUNCTIONS AND ANALYSIS 2

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study is part of a major sequence in Language and Literary Studies of the Bachelor of Education. The unit will introduce students to the social and cultural aspects of language such as dialects, styles, registers and discourse patterns. Furthermore, some aspects of language change such as phonological, morphological, syntactical and lexical, will be considered. These will be related to varieties of current language use through critical application and practice in written and spoken forms of discourse.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Recognise the various 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: Three hours per week for one semester comprising one one-hour lecture and one two-hour project.


AEB0060 INTERPROFESSIONAL COLLABORATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will expect students to generate the principles of interprofessional collaboration in their own practice. Topics to be investigated will be drawn from: team building; problem-solving and action research in interprofessional collaboration; focus on professional roles; skills and beliefs; communication across disciplines; professions; cultures; confidentiality and information sharing in interprofessional collaboration; responsibilities in interprofessional collaboration; defining levels of collaboration; input and outcomes in interprofessional collaboration; barriers to and opportunities in interprofessional collaboration and issues of reprofessionalisation or deprofessionalisation in interprofessional collaboration.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate awareness of how professional frames of reference influence our perspectives on community issues; Utilise current research findings and theory to develop frameworks for collaborative practice and generate shared goals; Learn and demonstrate a range of skills which facilitate interprofessional collaboration; Know and understand the principles, benefits and challenges of interprofessional collaboration and 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; Appreciate current collaboration and partnership practice models through participation in the ‘Student Leadership Program’ Facilitators workshop and other youth-related activities and events.

Class Contact: Four hours per week equivalent tutorials for one semester, compromising campus and community-based meetings and activities or equivalent.


Assessment: Project, Preparation and workshop presentation of a 3000-word report on a community-based action research team project, 70%. Other, Personal reflection, 20%. Presentation, Workshop presentation of the principles of interprofessional collaboration, 10%.

AEB0063 POLICY AND CIVICS EDUCATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will be constructed around an inquiry by students into the policy and organisational context of their professional practice, with particular attention given to the application of social theory to questions of social justice and social action. The unit will also explore the context, development and implementation of social policy and its relationship to civics education in Australia. It will examine current models of social policy and provide a basis for the development of a framework of civics education for young people. Topics to be examined in relation to youth policy formulation and implementation will include the organisation of government and non-government organisations, and an investigation of many of the current debates surrounding the role of the welfare state.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Identify the broad parameters of the study of social policy; Demonstrate understanding of how youth policy impacts on young people, youth workers, teachers and service providers in this state; Understand the broader impact of policy in constructing social outcomes particularly in developing equitable outcomes; Consider the role of policy in constructing a fair society and the importance of understanding policy mechanisms in the constructs of civic 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: Thirty-nine hours of workshops for one semester or equivalent.

Required Reading: Irving, T, Maunder, D & Sherington, G 1995, Youth in Australia: policy administration and politics, Macmillan, Melbourne.

Assessment: Report, Reports of reading, 50%. Project, Activities and projects, 50%.

AEB0064 SOCIAL INQUIRY THEORY AND RESEARCH

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is concerned with developing understandings of the range and application of modern social theory. This unit offers a critique of some of the new perspectives in sociology. It investigates philosophical inquiry as an essential function of critical social inquiry, theory and research. It concentrates on critical theory and the critical theorists. It introduces students to research processes and methods and students undertake and report a social research investigation as a significant component of this unit.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Thirty-nine hours of workshops for one semester or equivalent.

Required Reading: Barbie, ER 1998, The practice of social research, Wadsworth, Belmont CA.

Assessment: Report, Reports of reading, 50%. Report, Research report, 50%.

AEB1101 LEARNING IN A CHANGING WORLD

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: In this unit of study pre-service teachers are introduced to the concept of Praxis Inquiry. They question, investigate, actively reflect on and theorise their own and others’ learning experiences. Pre-service teachers are encouraged to connect their own experiences with recent developments in education and within a global context. 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-l literacies and multiple intelligences); Confirm personal literacy understanding and skills; Develop an action plan to develop personal literacy understandings and skills.

Class Contact: Thirty-six hours in one semester including common activities, workshops and online sessions.


Assessment: Portfolio, Common Assessment Task, 100%. Professional Exposition: Learning and Learners. This task involves the compilation and presentation of an electronic portfolio.

AEB1102 INQUIRY FOR UNDERSTANDING

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This unit extends the exploration of personal learning into the realm of mathematics. This exploration will require the application of social and mathematical inquiry processes to gain a deeper understanding of primary mathematics and to investigate approaches to teaching mathematics in primary schools. Pre-service teachers will work independently and collaboratively using a Praxis Inquiry approach to articulate questions such as: How is mathematics used in our daily lives and in the community What is the nature of mathematical knowledge for primary teaching Students will: complete a self-appraisal of mathematical knowledge for teaching (MKT); develop an inquiry plan to improve MKT; participate in an inquiry process to deepen their understanding of MKT; conduct an inquiry into MKT in primary classrooms and/or community learning centres; seek to connect their emerging theories of MKT with other people’s theories and ideas; consider the possible implications of MKT for learners and learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Connect context and inquiry; Engage in a process of inquiry learning using multi-literacies; Identify the characteristics of successful inquiry relationships; Recognise the value of literacy and technology when applied to a mathematical inquiry process; Demonstrate competence when applying mathematical concepts and procedures to achieve understanding of mathematics for primary teaching. (Pre-service teachers unable to demonstrate competence of mathematical knowledge for primary teaching may be required to complete an additional unit of study, AEB1200 Numeracy and Mathematics concurrently with this unit of study).

Class Contact: Thirty-six hours for one semester including common activities, workshops and project partnerships.


Assessment: Report, Structured Professional Exposition: Mathematical Knowledge for Primary Teaching, 100%. Structured Professional Exposition: Mathematical Knowledge for Primary Teaching. The exposition will require pre-service teachers to use a prescribed structure, including use of digital technologies, to report on their inquiry into mathematical knowledge for primary teaching.

AEB1103 LEARNING, TEACHING AND PRAXIS INQUIRY

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This Praxis Inquiry unit of study provides an opportunity for pre-service teachers commencing in the Accelerated Bachelor of Education program to undertake
inquiries into learning and teaching in schools using the Praxis Inquiry protocol. The unit will provide an opportunity for personal research and self-directed learning and explore theories relevant to P12 education. Throughout the unit, pre-service teachers will be required to present examples of their personal literacy and numeracy competence. This unit of study will introduce pre-service teachers to the concept of Praxis Inquiry. They will question, investigate, reflect on and theorise on their own and others learning experiences. Pre-service teachers will: ask questions such as: Who am I and how do I learn What is it like to be a learner What is happening in the world and how does this influence learning; They will 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, Melton.

Prerequisites: Nil.

Description: This unit of study will focus on: the origins of early childhood education, both locally and internationally; the theoretical perspectives that have contributed to the history and philosophy of early childhood education; the role of history and philosophy in the current early childhood context, both internationally and locally; cross-cultural perspectives on early childhood education and care; philosophies, theories and theorists throughout the ages; changing views of children; sociocultural contexts of childhood and children's learning; social and political changes in the 19th and 20th centuries and their impact on early education; the impact of changing family constellations on childhood, children and views of children's education; nature versus nurture - have our views changed or been reinforced over time; the importance of philosophy in early childhood education and care.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate critical knowledge and understanding of both the historical and philosophical underpinnings of early childhood education; Discuss and critically reflect on the philosophical, political and social factors that have shaped the early childhood field; Investigate how history and philosophy have impacted on current, contemporary early childhood education; Identify the different beliefs and attitudes towards, and about children, across cultures; Identify the different beliefs and attitudes towards, and about children, throughout the ages; Demonstrate the impact of a wide variety of philosophical approaches to children's learning and pedagogy on present day early childhood programs; Discuss the social and political changes throughout the 19th and 20th centuries that have influenced current teaching practices and views about children's learning.

Class Contact: Three hours or equivalent per week comprising 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, Melton.

Prerequisites: Nil.

Description: This unit of study presents the theoretical and practical basis for working with children 0-12 years. It will include a study of the development of children 0-12 years across all developmental domains: physical, social, emotional, cognitive, perceptual, personality and language; and the evolutionary, biological and environmental influences on developmental outcomes. Students will be asked to explore their own early childhood play experiences and consider where attitudes they now hold toward play may have been fostered. Types of play studied include: play with objects, social play, sociodramatic play. This unit will also provide a study of: the scaffolding of children's learning and development during play: time, space, materials and interactions to support children's play and learning; an exploration of indoor and outdoor play experiences, including the development of learning resources; routines, transitions and the importance of uninterrupted play; play and pedagogy in early childhood education; teachers as observers, participants and facilitators; contemporary and cultural considerations with respect to children's play; an overview of the exploration of major theorists and theories of child development; and an exploration of current understandings of appropriate curriculum for children.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Understand the fundamental role of play in children’s learning and development; Understand and critically analyse the notion of developmentally appropriate practice; Apply their observation and program planning skills to implement totally play-based educational experiences for individual children and groups of children; Analyse how valuable free play experiences and free play time can be squeezed through inappropriate routines and transitions in a range of early childhood programs; Explore the notion of play in a variety of sociocultural contexts and indoor and outdoor play experiences; Consider the influence of their own early childhood play experiences on their teaching practices; Know and understand the development of 0-12 year old children across all developmental domains; Identify the major theorists and theories and contemporary issues in relation to child development; Reflect on their own abilities, attitudes, values and beliefs with respect to young children’s learning and development; Understand the diversity of human growth and development; Understand the likely impact of culture, family, genetic inheritance and
AEB1200 NUMERACY AND MATHEMATICS

Locations: Footscray Park, Melton.

Required Reading: Neither required. 

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 groups for analysis, evaluation and feedback.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to develop an understanding of the mathematical content knowledge required for teaching primary school mathematics.

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 the mathematics needed to participate in the real world. The unit will require students to use calculators and information technology in answering mathematical questions.

AEB1210 UNDERSTANDING LEARNING

Locations: St Albans, Footscray Park.

Required Reading: None

Assessment: Portfolio, Mathematics Learning File, 100%. Equivalent to 3000 words

Ungraded Hurdle Requirement: Mathematics Knowledge task requiring demonstration of understanding of the mathematical content knowledge required for teaching primary school mathematics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected 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; actively participate in Project Partnership experiences and engage in reflective practices.

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 and diversity of observed influences on student learning; assist preservice teachers to build schemes 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.

AEB1250 COMMUNICATION AND SOCIAL ACTION

Locations: St Albans, Footscray Park.

Required Reading: Neither required. 

Assessment: 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)

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; actively participate in Project Partnership experiences and engage in reflective practices.

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 and diversity of observed influences on student learning; assist preservice teachers to build schemes 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.

AEB1250 COMMUNICATION AND SOCIAL ACTION

Locations: St Albans, Footscray Park.

Required Reading: None

Assessment: 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)

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; actively participate in Project Partnership experiences and engage in reflective practices.

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 and diversity of observed influences on student learning; assist preservice teachers to build schemes 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; actively participate in Project Partnership experiences and engage in reflective practices.

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 and diversity of observed influences on student learning; assist preservice teachers to build schemes 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.
Learning Outcomes: On successful completion of this unit, preservice teachers are expected to be able to: Understand the literacy curriculum; Demonstrate familiarity with current practices for teaching and assessing literacy; Connect literacy to different dimensions of communication and social action; Take a critical approach to the exploration of diverse issues and contrasting beliefs relating to literacy education; Take an active role in developing personal and professional literacies; Demonstrate an emerging understanding of the core competencies around language and literacy pedagogies.

Class Contact: Thirty-six hours for one semester including common activities, workshops and online sessions.


Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task

Report, Common Assessment Task: Inquiry Research Project, 100%. Total effective word limit 3000 words.

AEB1261 LANGUAGES AND LITERACY IN EARLY CHILDHOOD

Locations: St Albans, Melton.

Prerequisites: Nil.

Description: This unit of study 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; 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 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 at a simple investigation of language, literacy and learning. They choose an issue, question or topic related to a current debate about language, literacy or technology. The inquiry will include a survey of the application of ICT in literacy learning.

AEB1262 MUSIC, MOVEMENT AND DRAMATIC ARTS

Locations: St Albans, Melton.

Prerequisites: Nil.

Description: This unit of study 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%.

AEB1282 DEVELOPMENT STUDIES 1

Locations: St Albans, Melton.

Prerequisites: Nil.

Description: This unit of study aims to present to students an in-depth study of the development of children 0-3 years across all areas of development (social, physical, emotional, cognitive, perceptual), opportunities to explore current research and the primary theories in relation to infant and toddler development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate their knowledge and understanding of the development of 0-3 year old children across all developmental domains; Plan, implement and evaluate effective learning programs for children under three years of age; Describe their knowledge of the major theorists/theories, current research and contemporary issues in relation to infant and toddler development; Reflect on their own abilities, attitudes, values and beliefs with respect to young children’s learning and development; Explain their understanding of the diversity of human growth and development and the likely impact of culture, family, genetic inheritance and life experiences on development; Focus on the range of pedagogies which are employed to support learning and develop an understanding of educational contexts; Make connections between Project Partnership experiences and a range of theories of learning.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.

Assessment: Portfolio, Common Assessment Task (3000 words): continuation of electronic portfolio initiated in semester 1, 100%. Pre-service teachers prepare a report of an investigation of child development and learning of children under three years in each of the developmental domains. They choose an issue, question or topic related to a current debate about child development and learning. The inquiry will include a survey of the application of ICT in children’s development.

AEB1300 VISUAL ARTS AND PERFORMANCE

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study is constructed around a number of key themes in the visual and performing arts. It will develop substantive theoretical frameworks and studio skills in a variety of the relevant disciplines which constitute the visual and performing arts. It will also critically examine the visual and performing arts as they relate to personal, cultural, economic and social contexts. In addition to analysing conventional studio practice within the relevant disciplines, the unit will draw on information technologies such as multimedia, paint and music software. Visits to visual and performing arts events will be included in the lecture program.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate substantive insight of the visual and performing arts through observing, participating in and reflecting upon a range of genres in the visual and performing arts, such as painting, dance, film and television, architecture and music; Report personal learning outcomes in the visual and performing arts and apply those outcomes to teaching and learning environments; Use information and digital technologies which reflect developing understandings about the emerging relationship between the visual and performing arts and technology; Explore the context within which the visual and performing arts functions, such as the impact of political and social questions including those related to civics and politics, Indigenous Australia, ethnic communities and the Asia-Pacific region. The use of information technology will support class activities.

Class Contact: One-hour lecture and two-hour tutorial (or three-hour workshop) for 12 weeks.


Assessment: Assignment, Structured Professional Exposition: Mathematical Knowledge for Primary Teaching, 100%. Total effective word limit 3000 words.

AEB1400 HEALTH, PHYSICAL AND OUTDOOR STUDIES

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study aims to develop students’ knowledge, awareness and appreciation of health, physical and outdoor education. Participation in practical activities will provide an understanding of the importance of a healthy lifestyle for young people. Consideration will be given to the interaction between health and social class, gender and ethnicity. The benefits of health, physical and outdoor education will be introduced from historical, sociocultural, psychological and physiological perspectives.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Identify and investigate physical skill development; Recognise the crucial role of health, physical and outdoor education in the lives of people.

Class Contact: Three hours per week, or equivalent, of lectures and workshops for one semester. Workshops will include mentored activity with Year four students.


Assessment: Essay, To be advised, 25%. Journal, To be advised, 25%. Exercise, Class paper, 50%.

AEB1301 INQUIRY FOR MATHEMATICAL UNDERSTANDING

Locations: St Albans, Footscray Park.

Prerequisites: Nil

Description: This unit extends the exploration of personal learning into the realm of mathematics. This exploration will require the application of social and mathematical inquiry processes to gain a deeper understanding of primary mathematics and to investigate approaches to teaching mathematics in primary schools. Pre-service teachers will work independently and collaboratively using a Praxis Inquiry approach to articulate questions such as: ‘How is mathematics used in our daily lives and in the community? What is the nature of mathematical knowledge for primary teaching? Students will: complete a self-appraisal of mathematical knowledge for teaching (MKT); develop an inquiry plan to improve MKT; participate in an inquiry process to deepen their understanding of MKT; conduct an inquiry into MKT in primary classrooms and / or community learning centres; seek to connect their emerging theories of MKT with other people’s theories and ideas; consider the possible implications of MKT for learners and learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Connect context (mathematics teaching and learning) and inquiry (deepening mathematical knowledge for teaching); Engage in a process of inquiry learning using multi-literacies; Identify the characteristics of successful self-directed learning and inquiry relationships; Recognise the value of literacy and technology when applied to a mathematical inquiry process; Demonstrate competence when applying mathematical concepts and procedures to achieve understanding of mathematics for primary teaching. (Preservice teachers unable to demonstrate competence of mathematical knowledge for primary teaching may be required to complete an additional unit of study, AEB1200 Numeracy and Mathematics concurrently with this unit of study).

Class Contact: One-hour lecture and two-hour tutorial (or three-hour workshop) for 12 weeks.


Assessment: Assignment, Structured Professional Exposition: Mathematical Knowledge for Primary Teaching, 100%. Total effective word limit 3000 words.

AEB1500 SOCIAL AND SCIENTIFIC INQUIRY

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study will introduce students to the philosophy and practice of inquiry in the physical, biological, environmental and social sciences. Students will be expected to provide practical demonstrations of their understanding in the application of inquiry in the sciences and social sciences at a level required of teachers in primary schools. Emphasis will be given to understanding the role of observation and experimentation in the sciences; and to the nature of inquiry in the investigation of social questions including those related to civics and politics, Indigenous Australia, ethnic communities and the Asia-Pacific region. The use of information technology will support class activities.

Credit Points: 12
AEB1600 CAREER EDUCATION AND YOUNG PEOPLE

Locations: Footscray Park, Sunbury, Melton, Other.

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 include an electronic portfolio and a 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: Melton.

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: Describe and name key features of developmental changes from 3-8 years; Recognise how young children learn, individual differences in learning styles and the role of play in children’s learning; Demonstrate a critical understanding of current issues for children 3-8 years as they relate to theory, research and practices in early childhood education; Extend skills and competence in observation and interpretation of children’s development and demonstrate the use of this material in planning for the education of individual children and groups of children; Use information technology to access current child development research.

Class Contact: Three hours per week or equivalent.


Assessment: Assignment, Two written assignments: essay, journal or folio (1500 words each) (50% per assignment), 100%.

AEB1640 GENERAL STUDIES: ADMINISTRATION AND MANAGEMENT

Locations: Melton.

Prerequisites: Nil.

Description: This unit of study will include: human resource management such as recruitment, selection, job descriptions, anti-discrimination legislation and staff appraisals; financial management and funding requirements; resource management and allocation; creating policies to support management; leadership; networking; management committees; organising and running meetings; legal aspects of early childhood services; industrial relations; strategic planning and change management; marketing early childhood services; and using information technology in the management of children’s services.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Review current administrative, leadership and management theories and analyse their relevance for early childhood education; Develop democratic policies and procedures for administrative, human resource leadership and management in early childhood services; Demonstrate a variety of highly effective communication strategies; Identify and express sensitive self-awareness as an ethical professional educator; Demonstrate acceptable standards of communication and professional responsibility, by having presented all unit requirements in an appropriate format and on time.

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: Melton.

Prerequisites: Nil.

Description: This unit of study will include: current understandings of policy; how social and economic policies determine the direction of early childhood services; how policies are developed to support service delivery in early childhood; strategies for influencing government policies; the role of advocacy in early childhood and how early childhood professionals can advocate for children and the early childhood profession; an exploration of social justice issues related to topics such as gender, ethnicity, disability and human rights, and how they impact upon early childhood programs; the historical contexts underpinning the development of early childhood services; current and future directions and trends in early childhood services; employer sponsored childcare and ‘family friendly’ employment policies; transition to school; an analysis of the care/education debate, accreditation, regulations, ethics and government policy; an exploration of the role and responsibilities of the early childhood professional, including teamwork, leadership, mentoring, networking, and supervision; and promoting positive partnerships with parents and the community.

Credit Points: 12

Learning Outcomes: To be advised.

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


Assessment: Review, Critical analysis of a policy document (1500 words), 50%. Report, Field report (1500 words), 50%.

AEB2010  MATHEMATICS AND NUMERACY EDUCATION

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: Partnership experience will provide the context for an investigation into teaching in mathematics. Topics will include the development of young people; mathematics curriculum and teaching strategies; the development of an understanding of constructivist approaches to teaching and learning; studies in teaching, learning and curriculum development; inquiry into mathematical ideas with information technologies; planning, teaching and assessment in mathematics; documenting teaching and learning. Students will undertake focused teaching experiences in mathematics. Connections between mathematics and issues related to gender, cultural and economic diversity, ethnicity and Australia’s Indigenous population, will be investigated.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Better understand how children learn through a study of how children learn mathematics; Better understand the mathematics curriculum, teaching and learning in primary 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; 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; Evaluate their own planning and teaching of mathematics.

Class Contact: Four hours per week, or equivalent, in lectures and workshops plus 20 days Project Partnerships for one semester.


Assessment: Assignment, Two written assignments in the form of an essay, journal or folio (50% per assignment), 100%. Plus report of satisfactory participation in partnership activities.
AEB2110 TEACHERS KNOWING CHILDREN

Locations: St Albans, Footscray Park, Sunbury, Melton.

Prerequisites: Nil.

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.

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; Demonstrate the use of a range of approaches to reflect on and improve practice.

Class Contact: Project Partnerships: 17 days. (five days supervised teaching practice). University participation: 24 hours comprising school visits and workshops.


Assessment: Report, Assessing Children’s Understanding Task, 50%. Other, Lesson Planning and Evaluation, 50%. 3000 word equivalent

Project Partnership Report (ungraded hurdle requirement)

Applied curriculum plan or report (ungraded hurdle requirement)

AEB2115 LEARNING AND TEACHING

Locations: Other.

Prerequisites: Nil.

Description: This Praxis Inquiry unit of study provides an opportunity for pre-service teachers commencing in the second year VET/Secondary Teaching Bachelor of Education to undertake introductory inquiries into learning and teaching in schools using the Praxis Inquiry protocol. The unit will explore theories of learning relevant to secondary education with an emphasis on the practices which support student learning in technology (or similar fields) and VET programs in schools. Throughout the unit, pre-service teachers will be required to present examples of their personal literacy and numeracy competence and to participate in support programs when one or both is identified as less than required to enter the teaching profession.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand learners’ personal and social characteristics, including their learning, through a focus on the diversity of learners encountered in classrooms and using a Praxis Inquiry protocol; Generate working explanations for the diversity of student learning encountered during Project Partnerships; Make connections between Project Partnership experiences and a range of theories of learning; Establish how a range of pedagogies support learning; Evaluate personal literacy and numeracy; Demonstrate the competence needed for entry to the teaching profession, if necessary, after undertaking a support program.

AEB2150 REASONING FOR PROBLEM SOLVING

Locations: St Albans, Footscray Park, Sunbury, Melton.

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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Develop their understanding of current approaches in teaching and learning of mathematics; Apply their understanding of how children learn in diverse ways to the mathematics and numeracy fields; Understand mathematics curriculum, teaching and learning in primary schools and the guidelines and resources available to support the implementation of the mathematics curriculum; Plan and teach purposeful lessons that motivate students, foster mathematical thinking and generate specific student learning outcomes through their engagement in Project Partnerships; Use a range of teaching approaches to promote student learning, including investigation, practical work, problem-solving and posing, exposition, discussion and practice; Use or design lessons that use technology as an aid for learning specific mathematics concepts and skills; Demonstrate familiarity with recent trends in teaching, learning and assessment in mathematics (for example, early years literacy programs, middle years numeracy); Demonstrate familiarity with statewide testing programs and outcomes-based curriculum; Use skills to evaluate their own planning and teaching of mathematics.

Class Contact: 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%. Equivalent to 3000 words

Ungraded Hurdle Requirement: Mathematics Knowledge task requiring demonstration of understanding of the mathematical content knowledge required for teaching primary school mathematics.
AEB2160 MATHEMATICS AND NUMERACY IN EARLY CHILDHOOD

Locations: Melton.

Prerequisites: Nil.

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 the ways children learn mathematics and learn how to apply it in solving authentic problems: problems of interest to children and connected with the world as they experience it. The unit of study will introduce the practices of teaching mathematics in early childhood programs, and the early years and middle years of schooling, with an emphasis on pedagogical practices consistent with social-constructivist theories of learning. Use of the Praxis Inquiry Protocol will encourage pre-service teachers to relate their developing curriculum knowledge to specific practical challenges in teaching mathematics in their Project Partnerships.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Apply their understanding of how children learn in diverse ways to the mathematics and numeracy fields; More deeply understand the integration of mathematics learning across all development domains (cognitive, social, emotional, physical and language); Understand mathematics curriculum, teaching and learning in primary schools and the guidelines and resources available to support the implementation of mathematics curriculum through Project Partnerships; Plan and implement learning experiences and teach purposeful lessons that motivate students, foster mathematical thinking and generate specific student learning outcomes; Use a range of teaching approaches to promote student learning including experimentation, trial and error, repetition, investigation, practical work, problem-solving, posing and exposition; Use or design experiences and lessons that use technology as an aid for learning specific mathematics concepts and skills using discussion and practice; Demonstrate familiarity with recent trends in teaching, learning and assessment in mathematics (for example, early childhood and early years numeracy programs, middle years numeracy programs, statewide testing programs, and outcomes-based curriculum); Evaluate their own planning, teaching and facilitation of mathematics.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Common Assessment Task 50%. This task is connected to the Common Assessment Task for the Praxis Inquiry unit of study being undertaken in the same semester. The Common Assessment Task is a Professional Exposition: Teaching and Learners. The portfolio will focus on teaching and learners and document practice in Project Partnerships with accompanying reflective annotations and commentary with particular emphasis on 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).

AEB2164 HEALTH, PE AND MOTOR DEVELOPMENT

Locations: Melton.

Prerequisites: Nil.

Description: The aims of this unit of study are to present pre-service teachers with a thorough grounding in the health and physical education needs of children from 0-12 years of age together with detailed knowledge and understanding of the motor development of children.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Thoroughly understand the visual and creative art 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; 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.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Common Assessment Task 50%. This task is connected to the Common Assessment Task for the Praxis Inquiry unit of study being undertaken in the same semester. The Common Assessment Task is a Professional Exposition: Teaching and Learners. The portfolio will focus on teaching and learners and document practice in Project Partnerships with accompanying reflective annotations and commentary with particular emphasis on children’s visual art development (2000 words equivalent). Curriculum report 50%. Child art collection with written text and resource folder (1000 words).

AEB2163 VISUAL AND CREATIVE ARTS

Locations: Melton.

Prerequisites: Nil.

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 art 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; 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.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Portfolio, Common Assessment Task: construction & presentation of a portfolio documenting practice in project partnership with annotations & commentary, 50%. Report, Curriculum report that reports on the planning, teaching & evaluation of motor skills, physical education and wellbeing in project partnerships, 50%.
AEB2210 MAKING THE CONDITIONS FOR LEARNING

Locations: St Albans, Footscray Park, Sunbury, Melton.

Prerequisites: Nil.

Description: This unit of study will connect with, and complement, Project Partnerships and the Curriculum, Pedagogy and Assessment unit being undertaken in the same semester. Using Praxis Inquiry protocol pre-service teachers will ask questions about teaching and learners. What are the conditions that support students in becoming active and engaged learners? They will also: observe and reflect on the processes by which teachers promote safe and secure classroom environments and relationships with students which support learning; document their developing teaching practices and their impact on students and learning using a range of genres and information about students to describe and reflect on their observations; use their descriptive records to generate personal, school-based, theoretical and sociocultural explanations and make connections to key literature explanations that identify characteristics of pedagogy and the conditions for learning which seem most effective in engaging all students; develop confidence in working with groups and whole classes of students using an expanding pedagogical repertoire; apply their understanding of learning to support the development of students’ ‘thinking’ reasoning, creativity, meta-cognition and inquiry.

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; 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.


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 of school, outdoors and in the local community; Identify a range of strategies for teaching and learning in health, physical and outdoor studies, including integrated and inquiry approaches, effective outdoor management approaches, environmental and community issues and the role of teachers and schools in inter-professional collaboration; Demonstrate sensitivity to the cultural basis for young people's attitudes to and participation in physical and outdoor activity.

Class Contact: Thirty-six hours in lectures and workshops


AEB2251 IMAGINATION, CREATIVITY AND DESIGN

Locations: St Albans, Footscray Park, Other.

Prerequisites: Nil.

Description: In this unit of study preservice teachers will develop the pedagogical content knowledge required for effective teaching of the arts and interdisciplinary skills of creativity, design, technology and thinking in the primary and middle years of schooling (P-9). Through their participation in Project Partnerships and the formal inquiry in the related Praxis Inquiry unit of study, preservice teachers will apply their developing arts and technology understanding and practices to the enhancement of students' creativity and imagination. This unit includes establishment of inclusive classroom settings and practices for diverse students; using information technology to stimulate young people's imagination and creativity, for example, through the use of computer-mediated arts software.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Apply their understanding of how children learn in diverse ways to the arts (visual arts, drama, computer mediated art, music and performance); Develop an understanding of the arts curriculum, teaching and learning in primary schools, and the guidelines, procedures and resources; Plan, teach and evaluate 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: Education in the arts, Sinclair, C, Jeeaneret, N & O'Toole, J 2009, Melbourne: Oxford University Press

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

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 will total 3,000 words or equivalent

AEB2252 SCIENCE, ENVIRONMENT AND SOCIETY

Locations: St Albans, Footscray Park, Sunbury, Melton.

Prerequisites: AEB1102 Inquiry for Understanding or equivalent as co- or prerequisites. Pre-service teachers without a recent background in science learning may be required to take AEB1500 Social and Scientific Inquiry (or equivalent) as a co- or prerequisite.

Description: The unit of study will introduce pre-service teachers to the curriculum and pedagogy required for effective teaching of Science, Environmental Studies and Geography connected to social contexts. The unit will focus on students in the Early and Middle Years of schooling. Through their participation in Project Partnerships and other learning and teaching situations, pre-service teachers will explore their developing understanding of teaching practices and student learning through an inquiry-based curriculum. Topics will include: planning for teaching, lesson structures, teaching strategies, questioning strategies and lesson plans; children's inquiry into the natural world; constructivist learning theories; the science inquiry process; sustaining and informing children's awareness of global events and concern for the environment; young people's geographical and environmental appreciation; issues in Indigenous ways of knowing the world; engaging Indigenous Australian students in learning about science and the environment; designing curriculum units which integrate curriculum areas including Science, Environmental Studies, Geography, Mathematics and English; cross-curriculum issues such as ICT, thinking and communication; setting up and resourcing the classroom for safe and successful learning through individual, small group and whole class activities; 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 develop and learn in diverse ways to the fields of science, environmental science and geography in their Project Partnership setting; Develop an understanding of the inquiry in Science, Environmental Studies and Geography in social contexts and its application in curriculum, teaching and learning in primary schools, Tertiary Press, Croydon, Victoria.

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).

AEB2265 SCIENCE ENVIRONMENT AND SOCIETY

Locations: Melton.

Prerequisites: Nil.

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: Melton.

Prerequisites: Nil.

Description: In this unit of study, pre-service teachers will: undertake an extended and continuous period of teaching in an early childhood setting with children under three years of age; increasingly take responsibility for the classroom program, as
professional competence develops; manage their progress towards professional competence and recognition (in conjunction with the classroom mentor teacher and the assigned university colleague); meet regularly with mentors to monitor the developing competence and confidence of the pre-service teacher.

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: Melton.

Prerequisites: Nil.

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: St Albans, Footscray Park, Other.

Prerequisites: AEB1101 - LEARNING IN A CHANGING WORLD

Description: The unit of study will introduce pre-service 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 pre-service 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 Australian; (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 Australian; (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; Reflect upon the influence of teacher and / or student culture on the inclusion within teaching and learning of information about Indigenous Australian; Design assessment approaches based on Gardner's Multiple Intelligences and preferred literacies categorised under the multiliteracies; Reflect upon the influence of teacher and / or student culture on the inclusion within teaching and learning of information about Indigenous Australia; Provide a safe and secure classroom environment when teaching and learning content includes sensitive and / or contentious issues; Demonstrate an understanding of decolonised classroom environments.

Class Contact: One-hour lecture and two-hour tutorial for 12 weeks, including excursions, in semester 1 or 2.


Assessment:
Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

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.

AEB2302 SCIENCE, ENVIRONMENT AND SUSTAINABILITY

Locations: St Alburns, Footscray Park, Other.

Prerequisites: AEB1101 - LEARNING IN A CHANGING WORLD

Description: The unit of study will introduce preservice teachers to the curriculum, pedagogy and practice required for effective teaching of Science, Environmental Studies and Geography connected to social contexts for students in the early and middle years of schooling. Using an inquiry-based approach along with their participation in Project Partnerships and other teaching and learning 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 methods that engage children’s scientific imagination; (2) development of preservice teachers’ understanding and support of children’s inquiry into the natural world through engaging children’s awareness of global events and supporting their concern for the environment and sustainability issues; (3) an investigation into structures that support planning for teaching including constructivist learning theories, the science inquiry process, the provision of safety in a science-based environment and available resources; (4) designing cross-curriculum units which integrate a range of curriculum areas with Science, Environment and Sustainability; (5) integration of appropriate ICT activities; and (6) investigation of the issues in Indigenous ways of knowing the world that relate to the scientific management and sustainability of the environment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: (1) 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; (2) Develop an understanding of the inquiry in Science, Environment and Sustainability in social contexts and its application in curriculum, teaching and learning in primary schools; Remain aware of, and be able to locate, current relevant policy documents and research and, through deep critical evaluation, appreciate and understand the impact and direction of these contemporary practices in the field of science education, and be able to apply these changes to their teaching and learning of science in primary schools.

Class Contact: One hour lecture followed by a two hour tutorial for 12 weeks in semester 1 or 2, or equivalent for site-based delivery


Assessment: The Project assessment task is based on a site-based experience. Preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Project, Project report of an investigation into the scientific teaching and learning embedded in alternative learning environments, 40%. Journal, Journal of personal learning of the teaching and learning of science, 30%. Report, Report on the planning, teaching and evaluation of science, the environment and sustainability issues, 30%. The Project will document developmental knowledge and appreciation for the increased inclusion of science in primary school settings (1200 words or equivalent).

The report will demonstrate the emerging practice in teaching Science with consideration for the Environment and Sustainability (800 words or equivalent).

The journal will document the journey of learning knowledge, skills and values in Science, Environment & Sustainability (1000 words or equivalent).

AEB2303 INTERNATIONAL TEACHING AND LEARNING CONTEXT

Locations: Off-shore.

Prerequisites: AEB1101 - LEARNING IN A CHANGING WORLD AEB1102 - INQUIRY FOR UNDERSTANDING

Description: This unit of study adopts a Praxis Inquiry approach and is designed for 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 co-ordinator 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 and 3 preservice 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 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 and 3 preservice teachers.

AEB3010  SCIENCE, TECHNOLOGY AND NUMERACY

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: Partnerships experience will provide the context for an investigation into knowledge and curriculum for teaching in science, technology and mathematics.

Topics will include: extended investigation of science and technology understanding which develops thinking; understanding and communication skills to encourage exploration in scientific, technological and environmental contexts; development and evaluation of integrated curriculum and inquiry; mathematical understanding required for teaching science and technology; extended curriculum planning; the use of information technology, especially the internet, in supporting teaching and learning in science and technology. Students will undertake extended classroom teaching in the fields of their elective general studies and in science, technology and mathematics. Connections between science, technology and numeracy and issues related to gender, cultural and economic diversity, ethnicity and Australia’s Indigenous population, will be investigated.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Explore the scientific, technological and environmental contexts through the development of understanding and communication skills; Understand the basis of teaching and learning in Science, Technology and Numeracy including familiarity with the Science, Technology and Mathematics Curriculum and Standards Framework; Demonstrate competence in using information technology in curriculum planning in schools and in associated assignment tasks; Plan and evaluate integrated curriculum and inquiry processes in relation to Science, Technology and Numeracy.

Assessment: Class Contact: Four hours per week, or equivalent, of lectures and workshops plus 23 days Project Partnership for one semester.

Required Reading: Board of Studies, Victoria 1996, Science, technology and mathematics curriculum and standards framework and course advice, Melbourne.

Assessment: Assignment, Two written assignments in the form of an essay, journal or folio (50% per assignment), 100%. Plus report of satisfactory participation in partnership activities is required.

AEB3020  CURRICULUM THEORY

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study will introduce students to current understanding of curriculum, including assessment. Students will be expected to explore the particular features of curriculum in the fields of their general studies majors. The unit will outline the development and evaluation of curriculum. Examples will be drawn from early childhood education, education in the middle years, the compulsory years of secondary education and post-compulsory education, including both the Victorian Certificate of Education and Vocational Education and Training. Students will be expected to investigate these questions through their school-university partnerships. Curriculum forms will be related to particular theories of teaching and learning. The social consequences of curriculum forms will be investigated.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Outline a process for curriculum planning, taking into account the educational and social background of students and the requirements of school and state curriculum documents; Discuss the social consequences of particular curriculum forms, with reference to questions such as the connection between wealth, poverty and educational outcomes, the interactions between gender and culture and culture; Develop a range of appropriate and competent curriculum plans, normally with the support of a mentor teacher. The plans will include programs in the fields of students’ General Studies majors, and be applicable to at least one of VCE, the Middle Years of Schooling and Early Childhood Education and will refer to formal curriculum documents currently in use in schools; Present a set of work samples or other record of teaching and learning based on the curriculum plans. The samples will demonstrate that the curriculum plans were suitable for teaching.

Class Contact: Two hours per week, or equivalent, of lectures and workshops for one semester.


Assessment: Essay, To be advised, 60%. Exercise, Class paper, 40%.

AEB3040  INCLUSIVE EDUCATION

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study will explore curriculum approaches that address issues of diversity, equality and disability through inclusive and integrated approaches to teaching and learning. It will outline classroom management practices and a range of curriculum planning which will enable teachers to include students from diverse educational backgrounds in learning. Topics will also include: the relationship between school and community; the relationship between students, parents and teachers; and collaboration between teachers and colleagues in social welfare and other community support organisations. Approaches to assessment and reporting to parents will be discussed. Examples will be selected from primary and secondary settings, including curriculum in early childhood education, the middle years and the role of Vocational Education and Training in the Victorian Certificate of Education. Relevant Government policy documents will be examined.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Recognise the complex implications of government policies which address issues of diversity, equality and disability for the community, parents and school; Better understand how to manage the teaching and learning process through inclusive and integrated programs which include the needs of all students; Appreciate the need for collaboration and communication between teachers, parents, students, social welfare and community organisations; Plan a purposeful program to integrate curriculum across the key learning areas; Understand the educational basis and role of assessment and reporting.

Class Contact: Two hours per week of lectures and workshops, or equivalent, for one semester.


Assessment: Essay, To be advised, 60%. Exercise, Class paper, 40%.
AEB3100  STUDENT DIVERSITY IN EARLY YEARS EDUCATION

Locations:  Melton, Other.

Prerequisites: Nil.

Description: This Praxis Inquiry unit of study provides an opportunity for pre-service teachers to extend their focus on student learning to include systematic investigation and response to diversity. Particular attention will be paid to early childhood, the early years and middle years of schooling. The unit of study aims to teach pre-service teachers to recognise how teaching practice is located in early childhood service, school and system organisational structures.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Make connections between the diverse learning, social and cultural characteristics of individuals and groups to specific features of curriculum, pedagogy and assessment; Document their developing practice in planning, teaching and seeking different strategies and outcomes to suit the needs of individuals and groups; Demonstrate the use of a range of approaches to reflect on, and improve practice, especially in ongoing planning and evaluation; Demonstrate an understanding of the connection between practice and theory in seeking to understand the challenge of responding to student diversity.

Class Contact: Project Partnerships: 17 days (five days supervised teaching practice). University participation: 24 hours comprising eight hours in university lectures and eight hours workshops, eight hours in online discussions.


Assessment: Common Assessment Task 50%. This task is connected to the Common Assessment Task for the Curriculum, Pedagogy and Assessment unit of study being undertaken in the same semester. The Common Assessment Task is a Professional Exposition: Responding to Diversity. The third year portfolio will require pre-service teachers to demonstrate understanding of their experiences teaching in their Project Partnership setting. The emphasis in the task will be on reporting the pre-service teachers’ understanding of student and cultural diversity and their attempts to respond to it in curriculum planning and teaching practice within a curriculum project. Reporting the integration of ICT in support of student learning is an essential requirement (1500 words equivalent). Principles for inclusive practice 50%. An inquiry into the range of strategies and outcomes for individuals and groups trialled during Project Partnership (1500 words equivalent).

AEB3167  LANGUAGE AND LITERACY IN PRIMARY

Locations: Melton.

Prerequisites: Nil.

Description: This unit of study aims to assist pre-service teachers develop their knowledge and understanding of the development of children’s language and literacy skills together with an ability to plan effectively to fully develop children’s literacy learning. The unit aims to link the learning and development of language and literacy in early childhood programs to the curriculum in primary schools.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate an understanding of the complex link between a child’s life experiences, individual growth, family background and the development of literacy; Analyse and evaluate young children’s 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; Demonstrate an awareness of how technology can be used to support and enhance young children’s literacy development; Demonstrate their ability to plan appropriate literacy teaching, monitoring, recording and evaluation strategies for young literacy learners; Understand and apply principles of learning to VELS English Standards.

Class Contact: Three hours per week, or equivalent, comprising one hour lecture and two hours of workshops/tutorials plus 10 days Project Partnerships for one semester. Workshops may include mentored activity with 0-8 year old children.


Assessment: Assignment, Two written assignments in the form of an essay, journal or folio (3000 words) (50% per assignment), 100%. Plus report of satisfactory participation in partnership activities (ungraded).

AEB3150  ENGAGEMENT AND PATHWAYS

Locations:  St Albans, Footscray Park, Other.

Prerequisites: Nil.

Description: In this unit preservice teachers extend and deepen their knowledge of curriculum and pedagogy in the 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 life-long 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. 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 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 units; 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: Provision, participation and achievement: a study of the western metropolitan region, Helme, S, Teese, R, Dufler, N, Robinson, L & Jones, T 2009, 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 in a post-compulsory pathway or unit (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.
AEB3172 MANAGEMENT, ADVOCACY AND LEADERSHIP

Locations: Melton.

Prerequisites: Nil.

Description: This unit of study will include current understandings and implementation of all management practices and policies and how social and economic policies determine the direction of early childhood services. Pre-service teachers will be expected to develop an understanding of how policies are developed to support service delivery in relation to gender, ethnicity and disability. Current and future trends in early childhood services will be explored as will the nature and development of leadership, mentoring and advocacy for children and families.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Understand how social and economic policies determine the direction of early childhood services; Know and undertake professional responsibilities in early childhood programs; Understand the policy framework for early childhood services in Australia; Advocate for children, families and effective early childhood service delivery; Know, understand and apply skills of leadership and advocacy in early childhood services; Participate in mentoring programs.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Portfolio, Folio of administrative/partnership experiences that focus on three selected areas of administration and/or management (1500 words or equivalent), 50%. Report, Report on current issues, policies and practices in a selected area (1500 words), 50%.

AEB3173 CRITICAL CONTEMPORARY ISSUES IN EARLY CHILDHOOD

Locations: Melton.

Prerequisites: Nil.

Description: The aim of this unit of study is to assist pre-service teachers in interpreting and critically analysing current research in early childhood education and development, and to consider how research impacts on current thinking and methodologies with regard to teaching and learning in early childhood programs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Be expected to understand, identify and discuss the major professional, educational, political and philosophical issues that impact on the work of contemporary early childhood professionals working in a range of contexts; Be able to analyse issues related to the provision of appropriate early childhood services in culturally diverse communities.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Review, Critical review of two current research reports on early childhood development or education (1500 words or equivalent), 50%. Report, Investigative report which considers the implications for practice of one identified current issue in early childhood education (1500 words or equiv), 50%.

AEB3184 CURRICULUM THEORY

Locations: Melton.

Prerequisites: Nil.

Description: The aim of this unit of study is to enable pre-service teachers to gain a critical and thorough understanding of a range of theoretical and practical approaches to teaching, early childhood learning and children's development. Pre-service teachers will be expected to explore a range of philosophical and psychological theories and curriculum models from which to develop their own understanding of developing a teaching philosophy.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Critically understand a range of approaches to teaching and learning; Understand and analyse a range of different theoretical and practical perspectives in relation to early childhood learning and development; Apply theoretical knowledge to a range of early childhood settings and contexts; Analyse issues related to the provision of appropriate early childhood programs and practices in culturally diverse communities; Articulate their own philosophy of early childhood education, and critically reflect upon the influences underpinning their beliefs about learning and teaching.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Assignment, Personal philosophy and curriculum statement (1500 words), 50%. Essay, Fully referenced essay on particular theorist/theory of early childhood education which includes the philosophy on which the theory is based, 50%.

AEB3250 PEDAGOGY FOR INCLUSION

Locations: St Albans, Footscray Park, Sunbury, Melton.

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 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.


Assessment: Review, Critical review of two current research reports on early childhood development or education (1500 words or equivalent), 50%. Report, Investigative report which considers the implications for practice of one identified current issue in early childhood education (1500 words or equiv), 50%.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand and apply inclusive curriculum planning and teaching which take account of the diversity of students’ abilities and of their social and cultural backgrounds; Better understand curriculum, teaching and learning requirements of two secondary curriculum areas, together with the guidelines, procedures and resources available to support the implementation of the curriculum; Generate consistent and sustainable classroom management practices whose goal is to engage students in learning; Demonstrate familiarity with the form of, and processes for, negotiating individual learning management plans.

Class Contact: Thirty-six hours in lectures and workshops.

Required Reading: Foreman, P (ed) 2004, Inclusion in action, Thomson Learning, Southbank, Victoria. Victorian Curriculum and Assessment Authority, current curriculum policies and documents. In 2005, the Curriculum and Standards Framework (II) was replaced by the Victorian Essential Learning Standards. Victorian Curriculum and Assessment Authority 2004-5, VCE Units 1-4 Study Guides for all relevant learning areas.

Assessment: Portfolio, Common Assessment Task: use of portfolio to demonstrate understanding of experiences teaching in Project Partnership setting, 50%. Report, Curriculum project that reports on the development of curriculum understanding and practice, 25%. Project, Curriculum project to report the development of curriculum understanding & practice, 25%.

AEB3252 ORIENTATION TO PRIMARY SCHOOLS

Locations: Melton.

Prerequisites: Nil.

Description: Partnership experience is the context for this unit of study. Pre-service teachers will bring their deep knowledge of early childhood as they are introduced to the primary school setting, gaining knowledge of VELS and how it relates to the developmental, learning and educational needs of children in a primary school.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate familiarity with the primary school setting; Understand VELS and how it matches developmental needs, identified in early childhood; Demonstrate familiarity with school focused policies and programs; Understand the structure and functions of the Department of Education; Demonstrate a working knowledge of the 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 Partnership setting, 50%. Report, Curriculum project to report the development of curriculum understanding and practice, 25%. 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-year presentation of observations about the trialling of teaching strategies (1000 words equivalent). Project Partnership Report (Ungraded). Satisfactory progress reported by Project Partnership mentor teacher.

AEB3285 INCLUSIVE PRACTICE IN EDUCATION

Locations: Melton.

Prerequisites: Nil.

Description: This unit of study aims to provide pre-service teachers with the ability to investigate the principles and practices of curriculum and pedagogy which address issues of diversity, equality and disability through inclusive and integrated approaches to teaching, learning and assessment. Use of the Praxis Inquiry Protocol will encourage pre-service teachers to relate their developing child development and curriculum knowledge to specific practical challenges in teaching in their Project Partnerships. A particular emphasis of the Year 3 curriculum and pedagogy units of study will be to extend pre-service teachers’ focus on early childhood and classroom teaching and learning to the broader organisational question of the way in which schools can take account of the personal, cultural and social conditions of education to include all students in learning.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to: Understand and apply inclusive curriculum planning and teaching which take account of the diversity of children’s/social and cultural backgrounds; Understand the developmental, curriculum and teaching and learning requirements of 0-12 year old children, together with the guidelines, procedures and resources available to support the implementation of the curriculum; Generate consistent and sustainable early childhood service and classroom management practices whose goal is to engage students in learning; Demonstrate familiarity with the form of, and processes for, negotiating individual learning management plans.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Report, Common Assessment Task: demonstrate understanding of experiences teaching in Project Partnership setting, 50%. Report, Curriculum project in which pre-service teachers report the development of child development & learning, curriculum understanding & practice, 50%.

AEB3301 INQUIRY INTO ADOLESCENT TEACHING AND LEARNING

Locations: St Albans, Footscray Park, Other.

Prerequisites: AEB2110 - TEACHERS KNOWING CHILDREN

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 initial question for the year will be: How do teachers and schools achieve engaged and authentic learning for all adolescent students? Preservice 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 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; 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

Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Report, Inquiry into student experience in a secondary school setting, 50%. Presentation, Applied curriculum inquiry, 50%. Successful completion of a mid-year project partnerships report is a hurdle requirement.

It is likely that preservice teachers will be required to complete site-based learning in the workplace activities where these can be negotiated with schools. In this instance preservice teachers are required to attend for satisfactory completion of the unit. Failure to attend site-based learning in the workplace activities may result in an unsatisfactory result.

Total effective word limit 3000 words.

AEB3302 CRITICAL PRACTICES FOR TEACHERS IN SECONDARY SCHOOLS

Locations: St Albans, Footscray Park, Other.

Prerequisites: AEB2110 - TEACHERS KNOWING CHILDREN

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. Preservice teachers will: articulate and reflect on important questions regarding 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 group of students.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Present accounts of their effective contribution to the work of a collaborating team of teachers whose focus is student engagement and learning; Demonstrate an insight into the nature of teachers’ work in a secondary school; Demonstrate the use of a range of approaches to reflect on and improve practice, especially in ongoing planning and evaluation, as recorded in the project partnership report; Develop an understanding of access and success in secondary education; Critique and articulate the educational theories underpinning the programs they work on in their educational settings.

Class Contact: This unit consists of a one-hour lecture and a one-hour tutorial in semester 2.

Required Reading: online resources will be provided to students in this unit

Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Portfolio, Four annotated artefacts from secondary setting experience, 50%. Presentation, Applied curriculum project inquiry and evaluation, 50%. Successful completion of Project Partnerships report is a hurdle task.

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It is likely that pre-service teachers will be required to complete site-based learning in the workplace activities where these can be negotiated with schools. In this instance, pre-service teachers are required to attend for satisfactory completion of the unit. Failure to attend site-based learning in the workplace activities may result in an unsatisfactory result.

Total effective word limit 3000 words.

**AEB3303 ART PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS**

**Locations:** Footscray Park.

**Prerequisites:** ACF1004 - DRAWING AND PAINTING

**Description:** Preservice teachers undertake a specific inquiry into the teaching of visual art pedagogy and practices. They explore the philosophical bases of the unit 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; 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:** Education in the arts, Sinclair, C, Jeanneret, N & O’Toole, J 2009, Melbourne: Oxford.

**Assessment:** Where assessment tasks are based on a site-based experience, preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Creative Works, Visual arts presentation (2000 words or equivalent), 70%. Report, Excursion proposal report (1000 words or equivalent), 30%.

**AEB3304 DRAMA AND DANCE PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS**

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

**Prerequisites:** ACT2001 - PERFORMANCE: SELF

**Description:** Preservice teachers undertake a specific inquiry into the teaching of Drama and Dance. They explore the philosophical bases of the unit area, as well as investigating different strategies for developing student thinking and skills, catering to the diverse needs of students, inclusive education, the purposes and processes of assessment and evaluation, and relevant documentation. Preservice teachers are encouraged to experiment with different teaching strategies in Drama, Dance and Performance. Pre-service teachers will develop a theoretical and practical approach to Drama and Dance teaching and critical understanding. Pre-service teachers will investigate: personal, school-based, creative, and professional arts practices that support students’ understandings of the role of Performance in society, both local and global. Pre-service teachers will investigate community arts organisations and explore the value of solo, ensemble and scripted/choreographed work. In this unit of study pre-service teachers will examine, investigate, articulate and reflect on important questions regarding the impact of teachers’ work in Dance and Drama within teaching and learning in secondary contexts. Pre-service teachers will also examine state and national government policy documents, broaden their understanding of available arts resources, and investigate the research literature.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Design and apply a teaching program for Dance, Drama and/or Performing Arts in a secondary school setting; Express, in teaching practice, a philosophical stance on Arts Education Assess and evaluate personal and student performances in Drama and Dance Demonstrate understanding and apply the processes of creative engagement, particularly in ensemble, solo and scripted work.

**Class Contact:** one hour lecture and two hour tutorial for 12 weeks in semester 1 or 2.

**Required Reading:** tba tba

**Assessment:** Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Presentation, Presentation an issue of teaching and learning relevant, 30%. Performance, Major collaborative project, 70%. 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.

**AEB3305 ENGLISH PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS**

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

**Prerequisites:** ACL1002 - STUDYING POETRY AND POETICS

**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 literacy awareness and competency of themselves and of students in secondary schools.
AEB3306 TESL PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: St Albans, Footscray Park, Other.

Prerequisites: Preservice teachers undertake inquiry into the teaching of English as a Second Language (ESL). They engage in an historical overview of the development of methodologies 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; 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. Portfolio, Philosophy of Language Learning and Teaching, 50%. Research Paper, 50%.

AEB3307 HEALTH PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: St Albans, Footscray Park, Other.

Prerequisites: Growth and Motor Development AHE1052; Growth and Ageing AHE2103 or

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 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; 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 (600 words), 20%. Assessment text: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

AEB3308 HUMANITIES PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: St Albans, Footscray Park.

Prerequisites: ASI1002 - SOURCES OF ASIAN MODERNITIES
ACC1048 - MEDIA, CULTURE AND SOCIETY
AAB1008 - AUSTRALIANS AT WAR
AEK1201 - INDIGENOUS AUSTRALIAN KNOWING
AAP1002 - AUSTRALIAN POLITICS
ASS1052 - SOCIOLOGY 1B
BEO2263 - MACROECONOMIC ANALYSIS
BAO2100 - INTRODUCTION TO SMALL ENTERPRISE

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 unit area, as well as investigating different strategies for developing student thinking and skills, the purposes and processes of assessment and evaluation, and relevant documentation.
AEB3309 INFORMATION AND COMMUNICATION TECHNOLOGIES PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: St Albans, Footscray Park, Other.

Prerequisites: ACM1009 - VISUAL DESIGN FOR DIGITAL MEDIA

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; (4) understand how ICT-enriched curriculum 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: (1) Understand the socio-cultural context of LOTE in Australia, particularly in secondary school settings; (2) Demonstrate knowledge of how students learn language; (3) Demonstrate knowledge of LOTE in secondary schools and effective teaching strategies and practices for LOTE; (4) Use their knowledge of the main features of language to plan, teach and reflect on lessons and sequences of lessons that engage students in the learning of a LOTE; (5) 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 semesters 1 and 2.

Required Reading: Relevant and current readings will be provided in class throughout the duration of the course.

Assignment, Investigation and report (1800 words or equivalent), 40%. Project, Major Assignment (1200 words or equivalent), 60%.

Assignment (1800 words or equivalent), 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.

Relevant and current readings will be provided in class throughout the duration of the course.

AEB3310 LOTE PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: St Albans, Footscray Park, Other.

Prerequisites: ACV1002 - BASIC VIETNAMESE B

OR other Year 1 Sem 2 LOTE unit completed at another university.

Description: Preservice teachers undertake inquiry into the teaching of languages other than English in secondary schools. They explore socio-cultural context of languages in Australia and globally and the rationale and philosophical bases of LOTE teaching and learning and its place and structure in state and national school curriculum. They research theories of language acquisition and investigate students’ acquisition of LOTE. Preservice teachers are encouraged to experiment with a range of teaching strategies to engage secondary students in LOTE, catering for their diverse needs and interests and reflect on student learning. They will inquire into discipline-specific teaching strategies and approaches in language teaching; developing and integrating language macro-skills in the LOTE classroom; pronunciation, speaking and listening; reading, writing and teaching vocabulary and grammar.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: (1) Understand the socio-cultural context of LOTE in Australia, particularly in secondary school settings; (2) Demonstrate knowledge of how students learn language; (3) Demonstrate knowledge of LOTE in secondary schools and effective teaching strategies and practices for LOTE; (4) Use their knowledge of the main features of language to plan, teach and reflect on lessons and sequences of lessons that engage students in the learning of a LOTE; (5) Reflect, evaluate and improve their pedagogical knowledge and practice in the discipline.

Class Contact: One hour lecture and two hour tutorial for 12 weeks in semester 1 or 2.

Assessment: Assignment, LOTE teaching practice exposition (1500 words or equivalent), 50%. Report, Report and presentation of pedagogical inquiry into LOTE teaching and learning (1500 words or equivalent), 50%. Normally assignments will relate to practicum experience and students taking this unit must be concurrently enrolled in AEB3301 or AEB3302. When this unit is delivered in site-based mode, one assessment task will be negotiated as a project in the school or learning setting and 100% attendance is a requirement for satisfactory completion of the assignment.

AEB3311 MATHEMATICS PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: Footscray Park, Other.

Prerequisites: RCM1712 - MATHEMATICAL FOUNDATIONS 2
RCM1614 - APPLIED STATISTICS 2

Description: Preservice teachers undertake inquiry into the teaching of mathematics in secondary schools. They explore the philosophical bases of the unit and its place and structure in state and national school curriculum. They investigate secondary students’ developing mathematical thinking, reasoning and problem-solving, making connections with primary school mathematics curriculum and practice. Preservice teachers are encouraged to experiment with a range of teaching strategies to develop understanding of its purpose in mathematics teaching and learning and foster mathematical thinking and generate specific student learning experiences for diverse learners. They investigate secondary students’ developing mathematical thinking, reasoning and problem-solving, making connections with primary school mathematics curriculum and practice. Preservice teachers are encouraged to experiment with a range of teaching strategies to develop understanding of its purpose in mathematics teaching and learning and explore the value of collaborative school/community relationships in multimedia projects. The unit includes: (1) an examination of a general model for learning within a media-based context; (2) implementation of differentiated teaching and assessment based on current educational guidelines; (3) classroom environment management in secondary school settings; and (4) the use of technology to facilitate learning. Preservice teachers will also examine local and national government policy documents, broaden their understanding of available media resources and investigate the research literature.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Identify, interpret and evaluate specific teaching strategies related to media studies; Trial approaches to the documentation of lesson and curriculum planning and the assessment of student learning in media studies; Demonstrate the use of a range of approaches to reflect on and improve personal teaching practice within media studies.

Class Contact: One-hour lecture and two-hour tutorial for 12 weeks in semester 1 or 2.


Assessment: Report, Evaluation of local media facility (or organisation) as a setting for student learning (1000 words or equivalent), 30%. Presentation, Media teaching practice exposition (2000 words or equivalent), 70%. Presentation

Pre-service teachers will document their media understanding, culminating in an exhibition, performance (group and/or individual) or presentation which documents their personal media literacy development over the semester (2000 word limit).

AEB3312 MEDIA PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: St Albans, Footscray Park, Other.

Prerequisites: ACC1048 - MEDIA, CULTURE AND SOCIETY

Description: In this unit of study preservice teachers will examine, investigate, articulate and reflect on important questions regarding the impact of teachers’ work in media studies in secondary contexts. Preservice teachers will develop a theoretical and practical approach to media experiences and critical understanding. They will investigate: personal, school-based, creative, and professional multimedia practices that support students’ understandings of the role of the media in society, both local and global. Pre-service teachers will investigate community media organisations and explore the value of collaborative school/community relationships in multimedia projects. The unit includes: (1) an examination of a general model for learning within a media-based context; (2) implementation of differentiated teaching and assessment based on current educational guidelines; (3) classroom environment management in secondary school settings; and (4) the use of technology to facilitate learning. Preservice teachers will also examine local and national government policy documents, broaden their understanding of available media resources and investigate the research literature.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Identify, interpret and evaluate specific teaching strategies related to media studies; Trial approaches to the documentation of lesson and curriculum planning and the assessment of student learning in media studies; Demonstrate the use of a range of approaches to reflect on and improve personal teaching practice within media studies.

Class Contact: One-hour lecture and two-hour tutorial for 12 weeks in semester 1 or 2.


Assessment: Report, Evaluation of local media facility (or organisation) as a setting for student learning (1000 words or equivalent), 30%. Presentation, Media teaching practice exposition (2000 words or equivalent), 70%. Presentation

Pre-service teachers will document their media understanding, culminating in an exhibition, performance (group and/or individual) or presentation which documents their personal media literacy development over the semester (2000 word limit).

AEB3313 MUSIC PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: St Albans, Footscray Park, Other.

Prerequisites: ACO1008 - MUSIC TECHNIQUES 1

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
AEB3314 OUTDOOR EDUCATION PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: St Albans, Footscray Park, Other.

Prerequisites: AHS1013 - OUTDOOR SAFETY SKILLS

AHS0141 - BUSHWALKING LEADERSHIP

Description: This unit of study will provide preservice teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a “tool box” of teaching strategies, the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Understand the aims, approaches and resources relevant to the unit of study, especially as outlined in the Victorian Essential Learning Standards, VCAL and the VCE; Record outdoor education teaching experiences; Inquire into current issues in outdoor education; 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. Report, Report on experiences of outdoor education teaching (1500 words or equivalent), 50%. Report, Report and presentation of pedagogical inquiry into music teaching and learning (1500 words or equivalent), 50%.

AEB3315 PHYSICAL EDUCATION PEDAGOGY AND PRACTICE FOR PRIMARY STUDENTS

Locations: St Albans, Footscray Park, Other.

Prerequisites: AHE2051 - PHYSICAL ACTIVITY AND CHILDHOOD

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; Demonstrate the use of a range of approaches to develop the practical representation of the physical education teaching skills.

Class Contact: One-hour lecture and two-hour tutorial for 12 weeks in semester 1 or 2 including site-based school project.

Required Reading: To be provided by the lecturer.

Assessment: An overview of implementing a specific instructional model for teaching in physical education 40%. This assignment will be in the form of an essay evaluating models of teaching in physical education. The student should examine and review appropriate research and theory to formulate a framework as to how a particular model could be implemented within the typical lower school physical education curriculum. Evaluating Scenarios of Student Behaviour 40%. Development of a video presentation of before and after scenarios that involve a change in teaching behaviours that lead to improved student engagement. The video material will be
supplemented with the submission Site-based school sport program 20% Log book report of involvement in the on-site school sport program (750-1000 words). Detail should relate to the specific activities presented and a reflection on the engagement of the students in the program.

Essay, An overview of implementing a specific instructional model for teaching in physical education, 40%. Project, Evaluating scenarios of student behaviour, 40%. Project, Site-based school sport program, 20%. Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Total effective word limit 3000 words.

AEB3316 PSYCHOLOGY PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: St Albans, Footscray Park, Other.

Prerequisites: APP1013 - PSYCHOLOGY 1B

Description: Preservice teachers undertake a specific inquiry into the teaching of psychology. They explore the philosophical bases of the unit 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 and relevant science lessons to engage the students in the program.


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 investigating and report into pedagogy for psychology, 50%. Report, A report on the planning and teaching of psychology, 50%. Total effective word limit 3000 words.

AEB3317 SCIENCE

Locations: St Albans, Footscray Park, Other.

Prerequisites: SED1202 - COMMUNITY BASED GENERAL SCIENCE 2

RBF1320 - BIOLOGY 2

RCS1602 - CHEMISTRY 1B

ENF1202 - ENGINEERING PHYSICS 2

AEB2302 - SCIENCE, ENVIRONMENT AND SUSTAINABILITY

Description: Pre-service teachers will analyse the curriculum, pedagogy and practice required for the effective teaching of science in a secondary environment. This will be facilitated through an analysis of state and national curriculum documents and the impact of these educational directives on the teaching and learning of science in a secondary environment. The features, demands and impact of international and research studies on the teaching and learning of science in years 7-10 will also be examined. Issues around assessment, including formative and summative assessment strategies, will be analysed. Preservice teachers will be encouraged to experiment with a range of teaching strategies and alternative learning environments to engage secondary students of different school year levels, catering to their interests, diverse needs and abilities. Aspects associated with the setting up of a safe and successful learning environment will be analysed, including access to, and provision of, appropriate support material, ICT, online resources, and examples of current successful curriculum practice. Preservice teachers will also learn about supporting students’ science career pathways. There will be an investigation into the provision of engaging 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; 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: St Albans, Footscray Park, Other.

Prerequisites: ASW2090 - GROUPWORK THEORY AND PRACTICE

Description: Preservice teachers will undertake a specific inquiry into the current and emerging issues related to learner welfare and wellbeing by exploring contemporary literature and evaluation of current practices used in schools. They will explore the educational structures and models used for supporting learners, focusing on pastoral care, career counselling, mentoring, resilience development and inter-professional collaboration. Preservice teachers will develop key understandings and insights into the collaborative roles of and between school personnel, the family and communities in the provision of pastoral and supportive care to learners. This unit will provide preservice teachers with an understanding of key current perspectives and practices of the schools’ role in the provision of welfare services to learners. Preservice teachers will develop a familiarity with the processes and systems involved and required to respond effectively and appropriately to the needs of learners who present with complex issues that may arise out of their interactions and relationships with the school, the family and the community. A focus of the unit is to develop best practice skills particularly for working with young people in schools. Such skills include: managing and establishing groups, understanding group dynamics, negotiating positive group behaviour, conflict resolution and counselling and interprofessional collaboration. Preservice teachers will develop an appreciation for the appropriate support, collaboration and partnership that takes place between the school, the community, community services, welfare organisations and other agencies. In addition, this unit will examine the roles, responsibilities and ethical considerations of teachers in direct service delivery work.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Solve problems related to the welfare needs of young people and their families; Critically evaluate the relevant policy directions and existing models of student welfare that support the provision and management of sensitive data; Engage with and create a range of verbal and written texts for effective communication in a school-based setting; Work autonomously to develop strategies required to deal with issues that affect young people in schools; Work collaboratively to facilitate and coordinate family and community support for learners in schools; Work with young people in schools in culturally responsive ways; Manage data in an ethical manner that reflects a working knowledge of privacy issues in relation to young people in schools; Apply current knowledge and develop deep critical understanding of contemporary practices in the field of student welfare and wellbeing.

Class Contact: One-hour lecture and two hours of tutorials/workshops in semesters 1 and 2.


Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Report, Investigation and report into a school’s student welfare policies and programs, 50%. Review, An inquiry into the programs that support learner welfare and wellbeing, 50%. Total effective word limit 3000 words.

AEB3319 TECHNOLOGY AND VET PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: St Albans, Footscray Park, Other.

Prerequisites: (a) Sub-major study in the specialist area or (b) Industry or Vocational Education and Training (VET) qualifications equivalent to Certificate IV or higher in the specialist area or (c) Certificate of Proficiency in a relevant trade area

Description: In this unit of study preservice teachers will be provided with the opportunity to explore and review the conditions and expectations necessary for effective learning and teaching in VETiS or technology context. In considering the nature and expectations of technology education, preservice teachers will be invited to investigate the requirements and the possibilities for technology education. Preservice teachers will be supported in their development of relevant and potentially successful approaches to teaching in a technology classroom and reflect upon experiences as a means of enhancing professional insights. In consideration of the nature of pedagogy in technology and VETiS, preservice teachers will examine, investigate, articulate and reflect on theory and practice relevant to the specific dimensions of learning and teaching. The unit, therefore, includes: (1) an examination of a general model for teaching technology content and concepts; (2) an indepth exploration of the needs and opportunities presented to the technology educator; (3) implementation of competency-based delivery and a vocational focus; (4) understandings of the requirements of delivery of vocational education and training — competency and accountability; (5) provision of a safe and secure classroom environment and the development of in-class relationships which supports learning; (6) classroom environment procedures to facilitate learning (eg. appropriate grouping strategies, classroom management, peer and teacher/student relationships, individualised programs; and (7) the use of technology to facilitate learning for students. Preservice teachers will also examine government policy documents, broaden their understanding of available resources that include industry organisations and unit 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: St Albans, Footscray Park, Other.

Prerequisites: AEB2110 - TEACHERS KNOWING CHILDREN
AEB2210 - MAKING THE CONDITIONS FOR LEARNING

Description: In this unit of study preservice teachers will examine, investigate, 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: Inclusion in action Foreman, P 2008, 2nd edn, 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.

AEB3321 LEARNING IN A GLOBALISED WORLD

Locations: St Albans, Footscray Park.

Prerequisites: AEB2110 - TEACHERS KNOWING CHILDREN
AEB2210 - MAKING THE CONDITIONS FOR LEARNING

Description: In this unit of study preservice teachers will examine, investigate and reflect on concepts and issues relating to learning in a globalised world. Preservice teachers will be encouraged to develop an understanding of the connection between the economy and education through an analysis of a number of themes and case studies relating to issues such as: the knowledge economy, the environment, poverty and inequality, the internationalisation of the curriculum, and shrinking of the world through the information communication technologies. Preservice teachers will develop a theoretical and socio-cultural explanation of their understanding of globalisation and its impact on Australian education. In order to develop a critical understanding of globalisation, preservice teachers will investigate the historical background of globalisation theory and its validity. Preservice teachers will examine government documents, research literature, and the popular media in order to build their understanding of globalisation, preservice teachers will investigate the historical background of globalisation 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.

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%.

AEB4010 PHYSICAL EDUCATION, HEALTH AND COMMUNITY

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: Partnership experience will provide the context for an investigation into knowledge required and curriculum for teaching in the area of health and physical education. Topics will include the need to enhance the health status and physical and outdoor activity levels of young people; educational issues which take into account sociocultural issues and community health needs and practices; the application of the CSF to authentic teaching practice; and partnerships which focus on programs that can respond to the health needs of the community. The development of school curriculum documents will be considered. Connections between PE and health issues related to gender, cultural and economic diversity, ethnicity and Australia’s Indigenous population, will be investigated.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Four hours per week, or equivalent, in lectures and workshops and 15 days in partnerships for one semester.


Assessment: Assignment, Two written assignments in the form of an essay, journal or folia (50% per assignment), 100%. Plus report of satisfactory participation in partnership activities.

AEB4110 CHANGE AND SOCIAL JUSTICE

Locations: St Albans, Footscray Park, Sunbury, Melton.

Prerequisites: Nil.

Description: This unit of study connects with, and complements, Project Partnerships and the Curriculum, Pedagogy and Assessment study being undertaken in the same semester. In order to demonstrate that they are able to act individually and collaboratively as reflective practitioners, pre-service teachers will ask: How do I take responsibility for student learning? What areas of competence do I need to
work on if I am to become an active, reflective practitioner. They recognise how
schools and teachers can encourage students to be engaged with, and to work for,
the improvement of their own communities; work with mentor teachers to generate
sustainable and effective approaches to the documentation of professional practice;
investigate the professional knowledge, practice and engagement from the standpoint
of education for a socially just society; work with mentor teachers, Year 4 colleagues
and university colleagues to generate a personal educational philosophy which
will inform their practice as they enter the profession; demonstrate to their mentor
teachers that they are ready to accept the responsibility for working with a whole
class of student groups in extended practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected
to be able to: Develop a personal education philosophy that will inform their
practice as they enter the profession; Demonstrate a successful relationship, based
on a professional discourse about teaching and learning, with a mentor teacher;
Take greater responsibility for working with a whole class of students in extended
practice in semester two; Demonstrate the use of a range of approaches used by
the competent professional teacher to reflect on, and improve practice, especially
in ongoing planning and evaluation.

Class Contact: Project Partnerships: 14 days (five days supervised teaching practice).
University participation: 36 hours comprising 24 hours in university lectures and
workshops, 12 hours in online discussion.

Required Reading: Victorian Institute of Teaching 2003, Professional standards for
teachers that they are ready to accept the responsibility for working with their
students. ICT software and online

Assessment: Report, Documenting of practice in Project Partnerships with reflective
annotations & commentary, 50%. Review, Review of readiness to teach, 25%.
Assignment, Professional development action plan, 25%. Plus Project Partnership
report (ungraded). Satisfactory progress reported by Project Partnership mentor
teacher.

Total effective word limit 3000 words.

AEB4150 CURRICULUM AND INNOVATION

Locations: St Albans, Footscray Park, Sunbury, Melton.

Prerequisites: Nil.

Description: The focus of this unit of study is the formation of the school curriculum
as the negotiated outcome of personal, cultural and social/socioeconomic interests.
Pre-service teachers apply their developing understanding of those interested in an
examination of how schools and teachers generate curriculum innovations which
engage students in learning through the integration of multiple learning areas
and disciplines. Curriculum integration is exemplified by an inquiry into Indigenous
Australia with Civics and Citizenship Education. In addition, pre-service teachers
strengthen their overall curriculum understanding and practices by undertaking
a self-directed evaluation and professional development strategy which will be
supported by Year 4 colleagues, school mentors and the unit of study lecturers. They
will be involved in: integrating Indigenous Australian culture and history into the
school curriculum; collaborative curriculum innovation; setting up the classroom for
authentic inquiry-based learning (eg. student groupings, individual/group/whole
class activities); negotiating the curriculum; formative and summative assessment
strategies, anecdotal observations and authentic assessment approaches such as
student learning portfolios and student self-assessment. ICT software and online
resources are available to support student learning in specific curriculum areas.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected
to be able to: Review their personal understanding and the practices of the curriculum,
pedagogy and assessment approaches required of the successful graduating teacher;
Generate a personal commitment to, and understanding of, innovation in education;
Undertake a successful collaborative curriculum/pedagogy innovation project with an
explicit social justice intent.

Class Contact: Thirty-six hours in lectures and workshops.

Required Reading: Teaching studies of society and environment, Marsh, C 2001,
French’s Forest, NSW: Pearson Education Victorian Curriculum and Assessment
Authority, Current curriculum policies and documents (In 2005, the Curriculum
and Standards Framework (II) was replaced by the Victorian Essential Learning
Standards).

Assessment:
AEB4150 provides pre-service teachers with an opportunity to demonstrate their
developing skills as an activist reflective practitioner and their awareness of the
changing nature of education.

Project, Prepare and present a curriculum innovation (unit of study), 50%. Creative
Works, Prepare and analyse a presentation into the nature of innovative practice in
education, 50%. Total effective word limit 3000 words.

AEB4169 MATHEMATICS AND NUMERACY IN PRIMARY

Locations: Melton.

Prerequisites: Nil.

Description: This unit of study aims to assist pre-service teachers to develop their
knowledge and understanding of the development of children’s numeracy and
mathematical understandings and skills and an ability to plan effectively to fully
develop children’s learning of mathematics. The unit aims to link the learning and
development of mathematics and numeracy in early childhood programs to the
curriculum and teaching in primary schools.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students 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
life 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.

Required Reading: Booker, G, Bond, D, Sparrow, L & Swan, P 2004, Teaching
primary mathematics, 3rd edn, Pearson Education Australia, Frenchs Forest, New
South Wales. Doig, B, Rowe, K & McCrae, B 2002, A good start to numeracy:
effective numeracy strategies from research and practice in early childhood,
Commonwealth Department of Education, Science and Training, Canberra. Victorian
Essential Learning Standards by the Victorian Curriculum and Assessment Authority

Assessment: Assignment, Two written assignments in the form of an essay, journal
or folio (3000 words) (50% per assignment), 100%. Plus report of satisfactory
participation in partnership activities.

AEB4170 ACTION RESEARCH IN EDUCATION 1 (FULL-TIME)

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study aims to: recognise that the focus of curriculum change
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:

1. Understand the importance of being a reflective practitioner;
2. 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, Sunbury.

Prerequisites: Nil.

Description: This unit of study will be constructed around an inquiry by students into the policy and organisational context of their professional practice, with particular attention given to the application of social theory to questions of social justice and social action. Topics to be examined in relation to youth policy formulation and implementation will include: the organisation of government and non-government organisations, the professional-bureaucratic interface, the emerging professionalism of the youth worker, issues of case management, young people’s rights and negotiating with young people.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop. Students will be expected to be participating in regular professional practice.


Assessment: Review, Review of policy and procedural documents related to the student’s professional practice (2000 words), 50%. Assignment, Preparation and presentation of 1000 word tutorial paper, 50%.
Portfolio, Demonstration of competence to teach, 100%. Total effective word limit 3000 words.

AEB4211 JOINING THE PROFESSION

Locations: St Albans, Footscray Park, Sunbury, Melton.

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 both the Victorian Institute of Teaching Professional Standards for Full Teacher Registration and the Graduate Teacher level of the Pre-School Teacher Validation Process guidelines; Articulate a personal definition of active and collaborative teacher professionalism containing a personal and social commitment to students and the enhancement of education; Prepare a convincing application for relevant teaching in educational settings; Demonstrate readiness to participate confidently in interviews and similar teaching position selection procedures.

Class Contact: Two hours or equivalent per week comprising one one-hour lecture and one hour of workshops/tutorials/centre visits.


Assessment: Portfolio, Professional portfolio, 100%. The graduating teacher will be required to present a formal professional portfolio which demonstrates readiness to join the teaching profession and documents the professional contributions the graduating teacher has made to the school and school colleagues. The professional portfolio will need to show that the graduating teacher has applied ICT in support of student learning (3000 words equivalent).

AEB4215 PRACTICE IN PARTNERSHIP (VET-SECONDARY TEACHING)

Locations: St Albans, Footscray Park, Sunbury, Melton.

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:

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: St Albans, Footscray Park, Sunbury, Melton.

Prerequisites: Nil.

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; 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 Full 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 an understanding
of the organisational and system conditions of teachers’ work needed to make judgements about possible employment situations.

Class Contact: Twenty-four hours in lectures and workshops.

Required Reading: Standards of practice for full registration, Victorian Institute of
Standards.pdf

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, centre, school and colleagues. The professional
portfolio will need to show that the graduating teacher has applied ICT in support of
student learning (3000 words equivalent).

AEB4268 PRACTICE IN PARTNERSHIP 2 (ECE 0-6 YEARS)

Locations: Melton.

Prerequisites: Nil.

Description: This Praxis Inquiry unit of study provides an opportunity for pre-service
teachers to work with mentor teachers in kindergartens to build on the experience of
investigating the systematic processes by which teachers work together to
engage students in learning. It also provides an opportunity for pre-service teachers
to commence the final stage of their preparation to enter the early childhood
teacher profession by orienting themselves to the practices of the activist, reflective
practitioner. With a focus on the changing nature of education, learning, curriculum,
early childhood services and teaching, they will systematically explore how teachers
can express commitment to social justice in education as they take responsibility for
student learning during their fourth year Project Partnership.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to
be able to: Explain the nature of communication in professional collaboration,
especially through the development of professional discourses of inquiry and teacher
professional development; Use a range of approaches to reflect on and improve
practice, especially in ongoing planning and evaluation; 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/whole 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.

Required Reading: Bredekamp, S & Copple, C (eds) 1997, Developmentally
appropriate practice in early childhood programs, NAEYC, Washington. McLaughlin,
Y 1993, Australian management: a practical guide for managers, supervisors
and administrators, TAFE Publications. State of Victoria 2005, Joining the dots,
Government Printer, Melbourne. State of Victoria 2005, Putting children first,
Government Printer, Melbourne.

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. (3000 words equivalent); Project
Partnership report (Ungraded). Satisfactory progress reported by Project Partnership
mentor teacher.
AEB4270  ACTION RESEARCH IN EDUCATION 2  

Locations:  Footscray Park, Sunbury, Melton.  

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 a research in a particular curriculum area; develop students' skills in critical reflection of the progress of the collaborative Action Research project through the keeping of a personal journal; report the progress in literary and other formats of collaborative action research in particular curriculum areas to the education and wider communities.  

Credit Points:  12  

Learning Outcomes:  To be advised.  

Class Contact:  Full-time program: 20 hours per week in the integrated interdisciplinary Action Research project. Part-time program: 10 hours per week in the integrated interdisciplinary Action Research project.  

Required Reading:  Kemmis, S & McTaggart, R 1982, The action research planner, Deakin University, Geelong.  

Assessment:  Report, Research plan, 40%. Journal, To be advised, 30%. Other, Graduation seminar, 30%. All components of assessment must be completed satisfactorily to pass the unit of study.  

AEB4274  ACTION RESEARCH 2  

Locations:  Footscray Park.  

Prerequisites:  Nil.  

Description:  Students will implement and report on an Action Research project located in a youth, education or community setting in which they are located. Students will be expected to participate in workshops in which they will report on their project findings. Particular attention will be given to the identification of projects' intended and unintended consequences, including the interactions between structural constraints and democratic action.  

Credit Points:  12  

Learning Outcomes:  On successful completion of this unit, students will be able to: Demonstrate an enhancement of their skills in the following areas: goal and outcomes setting, data collection and interpretation in Action Research, writing for professional audiences, journal and case writing, outcomes-based evaluation, formulation and presentation of findings of an Action Research project, Work together in co-operative groups.  

Class Contact:  Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop. Students will be expected to be participating in regular professional practice.  

Required Reading:  Grundy, S 1995, Action research as professional development, Innovative Links Project, National Office, School of Education, Murdoch University.  

Assessment:  Journal, Maintenance of journal, 25%. Presentation, Presentation of a 2000-word research report, or equivalent, to a formal professional conference, 50%.  

Workshop, Leading a workshop on the applicability of action research to relevant fields of professional practice, 25%.  

AEB4282  YOUTH POLICY AND PRACTICE 2  

Locations:  Footscray Park.  

Prerequisites:  Nil.  

Description:  Students will acquire the knowledge and skills needed to work constructively within the policy and practice context of organisations serving young people. Topics will be selected from the following: responding to national and state policy; working in teams to plan and write submissions for funding to national, state and non-government funding agencies; program evaluation and reporting; managing a funded program; developing strategies for case management and empowering young people through their participation in a formally organised youth project.  

Credit Points:  12  

Learning Outcomes:  On successful completion of this unit, students will be able to: Demonstrate skills and knowledge of the different processes and mechanisms that may be undertaken to develop and formulate youth policy; Better understand how youth policy impacts on young people, youth workers, teachers and service providers in this state; Understand the broader impact of policy in constructing positive outcomes for young people; Consider the role of policy in youth development and its contribution to overall national development; Demonstrate the development of skills and knowledge regarding the theory/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.  


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 block time between October and January.  


Assessment:  Journal, Maintenance of journal, 25%. Presentation, Presentation of a 2000-word research report, or equivalent, to a formal professional conference, 50%.  

Workshop, Leading a workshop on the applicability of action research to relevant fields of professional practice, 25%.

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 Albans.
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.


AEB4301 CURRICULUM AND PEDAGOGY FOR THE 21ST CENTURY

Locations: St Albans, Footscray Park.
Prerequisites: AEB1250 - COMMUNICATION AND SOCIAL ACTION
AEB2150 - REASONING FOR PROBLEM SOLVING

Description: The focus of this unit of study is the implementation of national and state curriculum in schools and classrooms to meet the personal, cultural and social needs and interests of the school and its community. Preservice teachers apply their developing understanding from previous units of study in an examination of how primary and secondary schools and teachers generate curriculum knowledge and learning programs in depth and breadth (prep to Year 12) across the various curriculum strands. Preservice teachers will explore curriculum innovations which engage students in learning. They will be involved in: pedagogical content knowledge for personal and social learning; curriculum and interdisciplinary learning; curriculum models and effective learning programs that are student-focused, enhance student engagement and enable successful student learning; assessment and evaluation including formative and summative assessment strategies, anecdotal observations and authentic assessment approaches such as student learning portfolios and student self-assessment; and develop and use ICT literacies and other resources for professional learning and classroom practice. In addition, preservice teachers strengthen their overall curriculum understanding and teaching practice by undertaking a self-directed evaluation and professional development strategy which will be supported by Year 4 colleagues, school mentors and the unit of study lecturers. ICT software and online resources are available to support student learning in specific curriculum areas.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to: 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; 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; Critically examine issues related to curriculum and pedagogy.

Class Contact: One-hour lecture and two-hour tutorial for 12 weeks in semester 1.

Required Reading: Professional Standards for Full Teacher registration Victorian Institute of Teaching 2003 Melbourne: Victorian Institute of teaching

AED5001 EDUCATION RESEARCH DESIGN AND METHODS

Locations: St Albans, Footscray Park, Other.
Prerequisites:

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;
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Describe how quantitative and qualitative researchers differ in their views of knowledge; Describe the characteristics and the advantages and limitations of a range of research designs that are commonly used in educational research; Explain the relationship between epistemological views and research design and methods; Critically read research literature; Prepare a research proposal and explain how the research would be conducted ethically; Work collaboratively on research processes and tasks and describe the processes and protocols of working collaboratively with other practitioners on research tasks.

Class Contact: Unit is delivered via face-to-face contact over 36 hours. In some instances the unit will be delivered partially or fully online and in others the unit will be delivered in burst mode.

Required Reading: Applying educational research: a practical guide, Gall, JP, Gall, MD & Borg, WR 2005, 5th edn, Boston: Pearson Education

Assessment: Other, Develop and present a research proposal (8000 words or equivalent), 100%.

AED5002 THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE

Locations: St Albans, Footscray Park.

Prerequisites:

Description: In this unit of study students will work towards articulating their own pedagogical theories and positions following inquiry into a range of theories about education, training and social change. They will consider issues concerning Indigenous education and education and training in the context of the crises of economic globalisation. Theories will include: the progressives tradition — Dewey, Rogers, Graves, Knowles, Ivan Illich; the behaviourists and their critics — Skinner, Tiller, Fordism; post-Fordism and the competency movement; education, capitalism and critical theory: Bowles and Gintis, Friere, Gramsci, Habermas, Apple; feminist pedagogy and the contribution of feminism to education and social change; language, unility and discourse: the contribution of poststructuralist thinkers to issues of education and social change; the impact of globalisation and global economic trends on education and training.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Critique social theories underpinning educational thinking over the past 100 years; Apply that knowledge when analysing current educational policy and practice. Research skills are developed in an interactive learning environment.

Class Contact: Thirty-six hours per semester.

Required Reading: Fifty modern thinkers on education from Piaget to the present Palmer, JA 2001, 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%.

AED5003 WORKPLACE RESEARCH PROJECT

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit of study focuses on the development and production of a research project located in the students’ workplace or related to their professional practice. Research skills are developed in an interactive learning environment.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Define a focus for study related to work and professional practice; Review relevant and current theoretical and practical literature; Use selected research methods to gather and analyse data; Work collaboratively and ethically with colleagues in the conduct of the research; Produce a report of the project using a high standard of English.

Class Contact: Thirty-six hours for one semester.


Assessment: Literature Review, Review and present reading for discussion, 20%. Research Paper, Report of workplace research, 80%. Present a reading to the class and lead a discussion of the selected reading. Present a 500 word overview of the selected paper. The workplace research project is the key assessment task (7500 words or equivalent). The assessment tasks will be negotiated.

AED5004 CURRENT ISSUES IN COMMUNITY ARTS

Locations: St Albans, Footscray Park, Melton, On-line.

Prerequisites:

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, Sunbury.

Prerequisites:

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, Sunbury.

Prerequisites:

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, St Albans, Footscray Park.

Prerequisites:

Description: This unit of study will include: theory and practice of curriculum in education and training; methods for undertaking an inquiry about curriculum; historical, social, political, cultural and economic conceptualisation of curriculum; models of curriculum; adult and individual learning processes and patterns that influence curriculum development; factors that can make curriculum flexible and responsive to the experiences of learners; critique of the values informing curriculum development; intended and actual curriculum; curriculum perspectives on technology and learning processes; strategies for engagement in collaborative curriculum development processes; methods for the critique of curriculum and competency frameworks; evaluation of resources for active participation by teachers, students and parents in curriculum review and development processes; strategies for facilitation and leadership in curriculum action at the personal, professional, school, community and institutional levels.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Analyse the historical, social, political and economic factors influencing curriculum conceptualisation in a range of cultural contexts; Relate learning theories, principles and practices to curriculum; Identify and evaluate the values informing curriculum development; Analyse and compare models of curriculum; Develop curriculum that is flexible and responsive to the experiences of learners; Collaborate experiences of curriculum development in a range of contexts; Identify personal and professional needs and strengths in terms of curriculum knowledge and curriculum development experience.

Class Contact: Unit is delivered via face-to-face contact over 36 hours. Periodic online delivery will be provided to approved cohorts of students.


Assessment: Presentation, A critical exploration of key issues in this unit, as negotiated with lecturer, 100%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.

AED5008 EVALUATION

Locations: Footscray Nicholson, St Albans, Footscray Park.

Prerequisites:

Description: In this unit of study the theories and processes of evaluation for use in various learning settings will be provided. The meaning of evaluation and the importance of evaluation goals and objectives will be explained and various evaluation models and their appropriate use analysed. The particular evaluation processes will include experimental, goal oriented, decision-focused, user oriented and responsive evaluation and the basic distinctions between formative (focusing on actual process) and summative (focusing on final product) will be discussed. The processes for conducting outcome-based evaluations, including the importance of ethics in an evaluation investigation and the methods of data collection and analysis and report writing, will be included in the unit of study.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Analyse the historical, social, political and economic factors influencing evaluation in a range of cultural contexts; Relate learning theories, principles and practices to evaluation; Identify and critique the values informing evaluation development; Relate the social, economic and political context to various forms of evaluation; Analyse and compare models of evaluation; Develop evaluation that is flexible and responsive to the experiences of learners; Collaborate experiences of evaluation development in a range of contexts; Identify personal and professional
needs and strengths in terms of knowledge of evaluation.

Class Contact: Thirty-six hours via flexible delivery.


Assessment: It is expected that students will independently or collaboratively complete the assessment for this unit of study.

Other. A critical exploration of key issues in this unit, as negotiated with lecturer (8000 words or equivalent), 100%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.

AED5009 INNOVATION

Locations: Footscray Nicholson, St Albans, Footscray Park.

Prerequisites:

Description: This unit of study focuses on innovation and planned change at individual, enterprise and societal levels with a specific emphasis on education in various learning settings, including the workplace and community. It examines values underlying particular innovations and models and strategies for developing, promoting, disseminating and implementing change and factors affecting adoption and institutionalisation. ‘Innovation’ is synonymous with change and how people and organisations address change will be incorporated into the study. The unit of study will include: the purposes and goals of innovation; theories that inform a culture of innovation; values underpinning change; change and innovation at individual, local, organisational and global levels; strategies for developing innovative education and teaching practices; professional development models for transformation; strategies for developing communities of inquiry and professional learning teams; case studies of innovation in community learning settings, workplaces and educational and training institutions.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Analyse the historical, social, political and economic factors influencing innovation in a range of cultural contexts; Relate learning theories, principles and practices to innovation; Identify and critique the values informing innovation; Relate the social, economic and political context to various forms of innovation; Analyse and compare models of innovation; Develop innovation that is flexible and responsive to the experiences of learners; Collaborate experiences of innovation in a range of contexts; Identify personal and professional needs and strengths in terms of knowledge of innovation.

Class Contact: Unit is delivered via face-to-face contact over 36 hours. Periodic online delivery will be provided to approved cohorts of students.


Assessment:

The assessment for this unit of study will be negotiated with the lecturer to ensure relevance to the individual learner and their workplace. The tasks will include:

Other. A critical exploration of key issues in this unit, as negotiated with lecturer, 100%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.

AED5010 INTERACTIVE WEB DESIGN AND PUBLISHING

Locations: Footscray Nicholson, St Albans, Footscray Park.

Prerequisites:

Description: Students will learn how to create hypermedia documents in HTML, the formatting language used by the World Wide Web and acquire skills in basic web design with a focus on coding web pages.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Analyse and evaluate current issues in interactive web design and publishing; Articulate and defend an evidence-based stance on interactive web design and publishing; Collaborate experiences of interactive web design and publishing in a range of contexts; Relate social, economic and political contexts to various forms of interactive web design and publishing; Analyse and compare models of interactive web design and publishing; Identify personal and professional needs and strengths in terms of knowledge of interactive web design and publishing; Use the knowledge gained to develop and publish a website.

Class Contact: Three hours per week over one semester.

Required Reading: Software learning notes will be provided by the lecturer.

Assessment:

Website development 60%; Lab exercise 40%.

Other. A critical exploration of key issues in this unit, as negotiated with lecturer, 100%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.

AED5011 APPROACHES TO LEARNING

Locations: Footscray Nicholson, St Albans, Footscray Park, On-line.

Prerequisites:

Description: This unit of study locates individual learning and teaching experiences in broader sociopolitical and psychological frameworks. As such it focuses on both the individual and wider benefits of learning through exploration of theoretical perspectives and research practice in: identifying and defining personal, academic and professional learning journeys; experiential learning and teaching of children, youth and adults, including mature age learners and workers, both formal and informal; learning in the workplace; learning and teaching for innovation and transformation; teaching and learning styles for individual, professional and community development; life-long learning and capability; attitudinal and motivational factors in learning and teaching; and evaluation of personal learning and teaching, and consideration of diversity in learners and their learning. Students engage actively in learning and teaching experiences, including opportunities to meet within each others’ workplace and professional settings and to contribute to a joint publication of learning resulting from this unit of study.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Analyse and evaluate current issues in learning and teaching; Articulate and defend an evidence-based stance on learning and teaching; Collaborate experiences of learning and teaching in a range of contexts; Relate social, economic and political contexts to various forms of teaching and learning; 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.

Class Contact: This unit is delivered via face-to-face contact over 36 hours. Periodic online delivery will be provided to approved cohorts of students.


Assessment: Other, A critical exploration of key issues in this unit, as negotiated with lecturer, 100%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.

AEDS012 EDUCATIONAL LEADERSHIP

Locations: Footscray Nicholson, Footscray Park, On-line, Other.

Prerequisites:

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 followership 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 leadership 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 various forms of educational leadership; Analyse and compare models of educational leadership in a range of contexts; Identify personal and professional needs and strengths in terms of knowledge of educational leadership.

Class Contact: Unit is delivered via face-to-face contact over 36 hours. Periodic online delivery will be provided to approved cohorts of students.


Assessment:

Students will be offered a variety of assessment tasks which may include the following: A reflection on an autobiography or biography of a leader; an analysis of formal and informal leadership in an educational organisation; a report on a leadership question or issue.

Other, A critical exploration of key issues in this unit, as negotiated with lecturer, 100%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.

AEDS014 MANAGING SITES FOR TEACHING AND LEARNING

Locations: Footscray Nicholson, St Albans, Footscray Park.

Prerequisites:

Description: This unit of study will investigate organisational practice in relation to managing sites for teaching and learning with specific communities. The inquiry will explore the policies and protocols appropriate for the specific community in the learning setting, including aspects of the site, the learner, the organisation, the volunteers and the environment. Evaluation of processes in the delivery of programs, establishment of good practice in occupational health and safety, human resources, and policy development for crisis management are essential and will form the basis of a case study investigation in this unit of study.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Analyse and evaluate current issues related to managing sites for teaching and learning; Articulate and defend an evidence-based stance on managing sites for teaching and learning; Collaborate experiences of managing sites for teaching and learning in a range of contexts; Relate social, economic and political contexts to various ways of managing sites for teaching and learning; Analyse and compare models of managing sites for teaching and learning; Identify personal and professional needs and strengths in terms of knowledge of managing sites for teaching and learning.

Class Contact: Thirty-six hours via flexible delivery.


Assessment:

Students will undertake a project-based case study that will be based on their workplace or a simulated organisation. Students will be required to complete a project (8000 words or equivalent) that will include the following: A review of literature that identifies good practice in relation to their organisation; a case study program content for the specific clients and environments; selecting and sequencing activities including risk analysis and management; identifying own leadership skills and development of practical skills and experience.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Analyse and evaluate current issues in experiential learning outdoors; Articulate and defend an evidence-based stance on experiential learning outdoors; Collaborate experiences of experiential learning outdoors in a range of contexts; Relate social, economic and political contexts to various forms of experiential learning outdoors; Analyse and compare models of experiential learning outdoors; Identify personal and professional needs and strengths in terms of knowledge of experiential learning outdoors.

Class Contact: Thirty-six hours via flexible delivery.

Required Reading:Priest, S & Goss, M 1998, Effective leadership in adventure programming, Human Kinetics, USA.

Assessment:

Students will be assessed through a variety of tasks which may include: a 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.

AEDS013 EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY

Locations: Footscray Nicholson, St Albans, Footscray Park, On-line.

Prerequisites:

Description: Topics in this unit of study will include: the current theories and practice of journey elements and the underpinning philosophies; expedition planning and organisation; group dynamics and facilitation in the outdoors; selection of appropriate
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of the organisation that will include program outlines, staff induction, action research evaluation and critical incident policies and debriefing processes 100%.

Other, A critical exploration of key issues in this unit, as negotiated with lecturer, 100%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.

AEDS015 TRAINING DESIGN AND PRACTICE

Locations: Footscray Park, Sunbury, On-line.

Prerequisites:

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.

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: To be advised.

Assessment:

Assessment for this unit of study will be 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.

AEDS016 FACILITATING LEARNING ORGANISATIONS

Locations: Footscray Nicholson, St Albans, Footscray Park.

Prerequisites:

Description: This unit of study will include: adult learning theory and individual learning styles, preferences and processes; action learning theory, practice and evaluation; theories of learning organisations, structures, processes and outcomes; managing and facilitating organisational learning processes; managing and facilitating change management processes; reviewing organisational learning policies and practices; communities of practice theories and implementation strategies; evaluating organisational learning processes.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Analyse and evaluate current issues related to facilitating learning organisations; Articulate and defend an evidence-based stance on an aspect of facilitating learning organisations; Collaborate experiences of facilitating learning organisations in a range of context; Relate social, economic and political contexts to various approaches to facilitating learning organisations; Analyse and compare models of facilitating learning organisations; Identify personal and professional needs and strengths in terms of knowledge of facilitating learning organisations.

Class Contact: Thirty-six hours via flexible delivery.


Assessment: Other, A critical exploration of key issues in this unit, as negotiated with lecturer, 100%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.

AEDS017 MENTORING AND COACHING IN THE WORKPLACE

Locations: Footscray Nicholson, St Albans, Footscray Park, On-line.

Prerequisites:

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


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.

AEDS018 ASSESSMENT

Locations: Footscray Nicholson, St Albans, Footscray Park.

Prerequisites:

Description: This unit of study aims to build on the current and prior experiences of students to extend their knowledge and enhance their ability to use assessment and reporting effectively. In particular the unit of study aims to provide an opportunity for students to: investigate the assessment and reporting policies and practices of various learning settings and programs; consider the design and use of assessment and reporting for a range of purposes and needs; and critique and analyse assessment strategies and practices.

Credit Points: 24
Learning Outcomes: On successful completion of this unit, students are expected to be able to: Describe and critique a range of different purposes, evidence gathering procedures, interpretation frameworks, decision-making strategies, as well as recording and reporting formats that can be used in range of learning settings; Debate the policies and uses of assessment in learning and teaching; Design assessment processes for specific settings; Evaluate assessment practices and policies used in various settings.

Class Contact: To be advised.

Required Reading: A reading pack containing contemporary readings will be prepared and made available for purchasing from the University Bookshop.

Assessment: Report, A report of an inquiry into assessment practices and issues, 100%. A report of an inquiry into assessment practices and issues in an education and/or training setting (8000 words)

AED5019 PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY

Locations: Footscray Park, Sunbury.

Prerequisites:

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; 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.


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: St Albans, Footscray Park.

Prerequisites:

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 pedagogies; theories of learning and their impact on teaching practice; unit 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 criticism and review.

Class Contact: Thirty-six hours via flexible delivery.


Assessment: Presentation, Individual or group presentations as negotiated, 30%. Report, Inquiry report for professional audience, 70%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.

AED5021 PROMOTING MATHEMATICS UNDERSTANDING

Locations: Footscray Park, Sunbury.

Prerequisites:

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; developing numeracy or mathematical literacy; improving student engagement; new developments in mathematics curriculum and teaching practice; intervention; workplace learning of mathematics; mathematics for social action; mathematics as social activity; equity and social justice in mathematics learning; and curriculum and professional leadership of mathematics.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Explain contemporary theories and practices of learning and teaching mathematics; Use higher order thinking and reasoning to inquire into, reflect upon and evaluate professional practice; Think creatively and flexibly to solve complex problems concerning the teaching and learning of mathematics; Communicate effectively using academic and professional protocols and standards; Demonstrate leadership in innovation and professional learning in mathematics teaching and learning in their professional context.

Class Contact: Thirty-six hours via flexible delivery.

Required Reading: Standards of excellence in teaching mathematics in Australian school, AAMT 2002 Adelaide: The Australian Association of Mathematics Teachers Inc. Proceedings of the 21st conference of the international group for the psychology

**Assessment:**
Assessment will be negotiated with the students and will be inquiry-based.

Presentation, Individual and/or group presentations, 30%. Report, Written report for a professional audience, 70%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.

### AEDS022 APPROACHES TO CAREER EDUCATION

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

**Prerequisites:**

**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: workplace readiness, counselling, self-efficacy, vocational testing, labour market trends, career education programs and evaluation frameworks, theories of career development across the life span and career decision-making.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Demonstrate an understanding of the place of career education in the broad context of lifelong learning; Explore and discuss the connections between theoretical frameworks and real life, and school-to-work transition experiences; Design curriculum materials for career education.

**Class Contact:** Thirty-six hours, three hours per week.

**Required Reading:** Gendered universities in globalized economies: power, careers and sacrifices, Currie, J, Thistle, B & Harris, P 2002, Lanham, Md: Lexington Books Australian blueprint for career development, DEST 2004, Canberra Career more than just a job: career guidance understandings informing the development of the national career information system, McMahan, M & Tatham, P 2001, Canberra: BETYA and Education.au Ltd.

**Assessment:** Students will complete two tasks: A literature review and presentation focusing on an issue related to career education (4000 words or equivalent) A report on an inquiry into a career education program/issue, in your professional setting, (4000 words or equivalent) Review, Review including presentation, 50%. Research Paper, Workplace research, 50%.

### AEDS023 E-LEARNING

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

**Prerequisites:**

**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.


**Assessment:** Exercise, Weekly practical exercises, 20%. Project, Web-based project, 40%. Report, Report on e-learning, 40%. Total effective word limit 8000 words.

### AEDS024 VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE

**Locations:** Footscray Park.

**Prerequisites:**

**Description:** This unit of study aims to provide a critical study of vocational education and training - policy and practice with reference to Australian and international developments. Theories, research and practice will be explored.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Critique key approaches to vocational education and training; Relate learning theories to practice; Demonstrate familiarity with relevant literature; Identify trends and developments in the delivery of vocational education and training; Contextualise vocational education and training in local and global policy contexts; Position trends in vocational education and training in relation to work-based learning.

**Class Contact:** Thirty-six hours for one semester.


**Assessment:** Critique of a key vocational education and training initiative (2000 words); Article for a targeted publication on a selected aspect of vocational education and training (6000 words). Students will draw upon their own experiences of vocational education and training, and personal narratives to enrich study of policy and practice. Assignment, Critique initiative, 25%. Essay, Article, 75%.

### AEDS025 DEVELOPING THE VET PROFESSIONAL

**Locations:** Footscray Park, Other.

**Prerequisites:**

**Description:** Participants critically analyse recent policies and approaches to the development of vocational education and training professionals. Issues of culture, identity, status and standards in the context of the industrial and pedagogical practices of the VET professional are examined. The format of the unit is negotiated with the participants to facilitate inclusion of their professional concerns and the issues. Practical responses to current challenges to the development of VET teachers and trainers will be formed. Workplace and work-based learning are integral to this unit.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Identify the current challenges to the development of VET professionals; Examine the culture, identity, status and standards applicable to the VET sector professionals; Analyse the impact of pedagogic and industrial practices in the VET sector; Develop a personal professional development plan; Critique policy directions for professional development of VET practitioners.
**AED5026 POSTCOMPULSORY EDUCATION: POLICY AND PRACTICE**

**Locations:** Footscray Park, Other.

**Prerequisites:**

**Description:** This unit explores the postcompulsory years of vocational education and training. Policies and practice are reviewed from theoretical and practical perspectives. It covers aspects such as: cross-sectoral, state, national and international education policy and practice; the learning requirements, needs and values of adolescent and young adult learners; implications of practice, and patterns of participation and outcomes within and across sectors. Support for learners, such as early leavers, at risk, and rural students is considered and evaluated. Transitions, pathways and outcomes are 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: Assess the policies and practices of the postcompulsory years of vocational education and training at cross-sectoral state, national and international levels; Consider the needs of the young people participating in postcompulsory vocational education and training, for example, at risk, early leavers, and rural students; Evaluate the outcomes in the context of labour market needs and mobility; Critique postcompulsory policy and implementation from a theoretical perspective; Compare the postcompulsory policies of two different states/organisations.

**Class Contact:** Total of 36 contact hours over one semester (12 weeks with 3 hour lectures/tutorials per week)

**Required Reading:** Education policy, leadership & learning, Lumby, J & Foskett, N 2005, London: Thousand Oaks, Sage

**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%. Total effective word limit 8000 words.

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**AED5029 ADVANCED QUANTITATIVE RESEARCH METHODS**

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

**Prerequisites:**

**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:** Fundamentals of statistical researching in education, Coladarci, T, Cobb, CD, Minium, EW & Clarke, RB 2008, 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.
AED5030 POSITIVE EDUCATION

Locations: St Albans, Footscray Park.

Prerequisites:

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 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 tutorials, 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.

AED6001 MINOR THESIS (FULL-TIME)

Locations: St Albans, Footscray Park.

Prerequisites:

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; Undertake more substantial academic research projects.

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: To be advised.

Assessment: The minor thesis will be a paper of no less than 15,000 or more than 20,000 words. Examination of the minor thesis will be conducted by one external examiner and one internal examiner. The supervisor will not be the examiner. The examiners will recommend one of four outcomes for the minor thesis: (a) passed; (b) passed unit of study to specified minor amendments being made; (c) deferred for resubmission subsequent to major revision; or (d) failed. Thesis Minor thesis (15,000-20,000 words).

AED6002 MINOR THESIS (PART-TIME)

Locations: St Albans, Footscray Park.

Prerequisites: AED5001 - EDUCATION RESEARCH DESIGN AND METHODS

Description: Students will independently conduct research which demonstrates the ability to define a problem, to undertake a detailed literature search and review the relevant theoretical and practical literature on the topic area. The topic which is chosen should allow the student to develop a methodology and to apply it to an appropriate problem or situation. Good data selection, collection and analysis skills should be demonstrated. The written minor thesis should involve a high standard of written communication skills and conform to the prescribed format detailed in a booklet Notes for candidates undertaking the thesis which is available from the School of Education. The topic which is chosen should allow the student to develop a methodology and to apply it to an appropriate problem or situation. The student will be allocated one supervisor who will normally hold a degree at Master’s level or above.

Credit Points: 24

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

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: To be advised.

Assessment: The minor thesis will be a paper of no less than 15,000 or more than 20,000 words. Examination of the minor thesis will be conducted by one external examiner and one internal examiner. The supervisor will not be the examiner. The examiners will recommend one of four outcomes for the minor thesis: (a) passed; (b) passed unit of study to specified minor amendments being made; (c) deferred for resubmission subsequent to major revision; or (d) failed. Thesis Minor thesis (15,000-20,000 words), 100%.

AEE5101 ACTION RESEARCH 1

Locations: St Albans.

Prerequisites:

Description: This unit of study aims for students to develop an understanding of Action Research and how it connects to issues in their workplace. Students will engage in high level reflective and professional practice.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Understand the importance of being a reflective practitioner; Develop evaluation tools for a range of programs and community research; Identify and implement a range of research tools; Develop a research proposal; Use literature in identifying good practice; Identify a range of literature useful to professional practice debates.

Class Contact: 3 hours or equivalent per week comprising seminars and tutorials


Assessment: Assignment, Research plan (2000 words) and presentation (equivalent 1500 words), 75%. Journal, Maintenance of journal, 25%.

AEE102 ACTION RESEARCH 2

Locations: St Albans.

Prerequisites:

Description: This unit of study aims for students to engage in action research based on research proposals written in AEE5101 Action Research 1. Students will develop an understanding of data collection, analysis, formulation and professional presentation of their Action Research projects.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate enhanced skills in goal and outcomes setting; Undertake data collection and interpretation in Action Research; Write for professional audiences; Demonstrate skills in journal and case writing; Perform outcomes-based evaluation; Formulate and present findings of an Action Research project; Work together in co-operative groups.

Class Contact: Workshops, tutorials

Required Reading: Action research as professional development, Grundy, S 1995 Western Australia: Murdoch University

Assessment: Journal, Maintenance of journal (1000 words), 10%. Report, Report & Presentation to formal professional conference (equivalent 3000 words), 75%. Workshop, Leading a workshop on the applicability of action research to relevant fields of professional practice (equivalent 1000 words), 15%.

AEE103 CHILD DEVELOPMENT 3

Locations: St Albans.

Prerequisites:

Description: The aim of this unit is for teachers to have an in-depth understanding of the issues related to the developmental and educational rights of children with additional needs (including children with developmental delay and gifted children) and their families and to understand the impact of exceptional abilities on the child, the family, and the educational service.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Articulate a clear philosophy and rationale for meeting the needs of children with additional needs in early childhood programs; Demonstrate their ability to work effectively as a teacher in partnership with families and allied health professionals; Demonstrate an awareness of the effect a child with an additional need can have on the family and early childhood service; Demonstrate their understanding of government policy related to the education and inclusion of children with additional needs.

Class Contact: Tutorials, workshops

Required Reading: Raising champions: a parents’ perspective, Coates, P 2005 Melbourne: Lothian

Assessment: Essay, Children with additional needs, 50%. Presentation, Support organisations for children with additional needs, 25%. Other, Self guided learning tasks, 25%.

AEE104 LEARNING, TEACHING AND SOCIAL JUSTICE

Locations: St Albans.

Prerequisites:

Description: This unit of study provides an opportunity for students to develop their practices as activist reflective practitioners. With a focus on the changing nature of education, early childhood services and teaching, they will systematically explore how teachers can express commitment to social justice in education as they take responsibility for children’s learning and development in their early childhood program.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Further develop their personal educational philosophy which will inform their practice as they work in the early childhood profession; Develop a successful relationship, based on a professional discourse about teaching and learning, with student colleagues and university staff; Demonstrate the use of a range of approaches used by the competent professional teacher to reflect on and improve practice, especially in ongoing planning and evaluation; Consider their professional roles in relation to social justice and advocacy in early childhood.

Class Contact: Tutorials and workshops

Required Reading: Making hope practical: school reform for social justice, McInerney, P 2004, Flaxton QLD: Post Pressed

Assessment: Report, Research Report, 40%. Presentation, Advocacy Plan, 60%.

AEE106 CONTEMPORARY ISSUES IN EARLY CHILDHOOD CONTEXTS

Locations: St Albans.

Prerequisites:

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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AE E5107  INDIGENOUS STUDIES

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study will critically explore the history and sources of Aboriginal culture and knowledge in developing an understanding of Aboriginal culture and the role of community, family and young people in that culture. A social history approach will be used to explore how we interpret colonial and indigenous versions of history in Australia.

Credit Points: 12

Learning Outcomes: At the completion of this unit of study, students are expected to be able to: Understand the history and sources of Aboriginal culture and knowledge; Identify key aspects of Aboriginal culture including the role of young people; Understand Aboriginal cultural expressions and identities; Understand the social history approach to exploring indigenous and non-indigenous experiences in Australia.

Class Contact: Tutorials and workshops


Assessment: Report, Reports of reading (1500 words), 33%. Presentation, Tutorial presentation (equivalent 1500 words), 33%. Report, Written project report (2000 words), 34%.

A E F1005  SURVEY OF ART 1

Locations: St Albans.

Prerequisites: Nil.

Description: The aim of this unit of study is to equip students with a solid understanding of the evolution of the art of the western world and of the structures within art history and theory, thereby facilitating an appreciation of current art and art issues within a social, historical and political framework. Students will be introduced to a wide variety of artists, art practices, art ideas and theories, both past and present, in order that they can develop critical and analytical skills. This proficiency will enhance students' abilities to position their own art practices in an informed and professional manner within contemporary analogue and digital art societies. This unit of study incorpora...
both employment opportunities and lifelong learning pursuits in autonomous and

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

Required Reading: In order to keep abreast of current art history and theory issues
the required reading will be supplied by the lecturer.

Assessment: Essay, As advised by lecturer, 40%; Presentation, In-Class presentation,
30%. Review, Review of art/technology exhibition, 30%. Total EWL 3000 words

AEG2006 VIDEO ART

Locations: St Albans.

Prerequisites: ACF2001 Introduction to Digital Art.

Description: Through advanced projects involving digital time-based media and
a variety of visual technologies, students will produce refined artistic statements
involving elements of video, digital media, animation and audio. Lectures will focus on
advanced conceptual and experimental approaches to video and digital media related
to current developments in contemporary art.

Class Contact: One one-hour lecture and one three-hour tutorial per week. In addition
to this, it is expected that students devote at least three self-directed hours per week.

Required Reading: Bolante, A 1999, Visual Quickstart guide: Adobe Premiere 5. 1,

Assessment: Project, Group video project, 50%. Other, Folio of video artworks, 50%.
Total EWL 3000 words

AEG4222 INTERACTIVE WEB DESIGN AND PUBLISHING

Locations: Footscray Park.

Prerequisites: Nil.

Description: Students will learn how to create hypermedia documents in HTML, the
formatting language used by the World Wide Web and acquire skills in basic web
design with a focus on coding web pages.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: Three hours per week over one semester.

Required Reading: Software learning notes will be provided by the lecturer.

Assessment: Website development 60%; Lab exercise 40%.

AEG5107 NEW LEARNING

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit of study will adopt an inquiry approach whereby students will
explore the development and implementation of new learning in Victorian and
interstate. Preservice teachers will identify and document evidence of innovative
pedagogical practices being utilised within schools and other settings. In particular

students will examine and critique new curriculum developments such as the Essential
Learning Standards as well as notions of productive pedagogy, deep learning, multi-
literacies, lifelong learning, new technologies (podding, bloggosphere, smart mobs,
network learning and virtual learning environments) and emergent sociocultural
practices.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to
be able to: Explain contemporary theories and practices of new learning; Critically
discuss new learning and its impact on the curriculum and pedagogical practices in
Australian schools; Introduce elements of new learning, where appropriate, into their
practice; Communicate effectively using academic and professional protocols and
standards.

Class Contact: Three hours per week

Required Reading: Victorian Essential Learning Standards, VCAA 2005, Melbourne,
VCAA, online: http://vels.vcga.vic.edu.au/links/downloads.html#1 viewed
15/3/05 Approaches to teaching and learning, Martino, J 2005, Melbourne: Nelson
Custom Publishing New learning: a charter for education in Australia, Kalantzis, M
(ed) 2001, ACT: Australian Council of Deans of Education Learning for the future:
new worlds, new literacies, new learning, new people, Kalantzis, M 2002, Altona:
Common Ground Publishing

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: St Albans, Footscray Park.

Prerequisites:

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.

Required Reading: Reproduction in education, society and culture, Bourdieu, P 1977,
London: Sage Publications Approaches to teaching and learning, Martino, J 2005,
Melbourne: Nelson Custom Publishing Undemocratic schooling: equity and quality in
mass secondary education in Australia, Teese, R 2003, Cafton: Melbourne University
Press

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: St Albans, Footscray Park.

Prerequisites:

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 and learning (pedagogy) theories and practices; Generate working explanations for the diversity of student learning; Demonstrate their capacity to document lesson/curriculum planning and the assessment of student learning; Demonstrate the use of a range of approaches to reflect on and improve practice; Develop and present a professional portfolio.

Class Contact: Three hours per week (plus 20 days of supervised teaching practice and 10 days Project Partnership).


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).

AEG5110 APPROACHES TO TEACHING AND LEARNING 2

Locations: St Albans, Footscray Park.

Prerequisites:

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 20 days of supervised teaching practice and 10 days Project Partnership).

Required Reading: Developing early literacy assessment and teaching, Hill, S 2006, Australia: Eleanor Curtin

Assessment: Report, Inquiry research report, 100%. Total effective word limit 3000 words.

AEG5111 LITERACY IN EDUCATION

Locations: St Albans, Footscray Park.

Prerequisites:

Description: In this unit of study preservice teachers will seek: a deeper understanding of the sociocultural basis of language and literacy by exploring the literacy learning of Indigenous Australians and people from non-English speaking backgrounds; examine the developing nature of multi-literacies; and investigate literacy/language learning in the early and middle years of schooling. They will also undertake a reflective evaluation of their experiences in Project Partnerships focusing on: planning and implementing lessons; classroom management; inclusive education; working with literacy support colleagues as well as formative and summative assessment strategies. They will then review and evaluate current education system policies on literacy education, including consideration of state and national studies and inquiries and become familiar with diverse electronic resources which might be used in literacy programs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Understand the literacy curriculum; Demonstrate familiarity with current practices for teaching and assessing literacy; Connect literacy to different dimensions of communication and social action; Take a critical approach to the exploration of diverse issues and contrasting beliefs relating to literacy education.

Class Contact: Three hours per week

Required Reading: Developing early literacy assessment and teaching, Hill, S 2006, Australia: Eleanor Curtin

Assessment: Report, Inquiry research report, 100%. Total effective word limit 3000 words.

AEG5112 NUMERACY IN EDUCATION

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit of study will introduce preservice teachers to the curriculum and pedagogy required for effective teaching of mathematics with a focus on students in the primary years of schooling. Preservice 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); 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: Teaching primary mathematics Booker, G, Bond, D, Briggs, J, Sparrow, L & Swan, P 2010, 3rd edn, 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.

AEGS113 INTEGRATED STUDIES 1

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit will introduce preservice teachers to the curriculum and pedagogy required for effective teaching of physical education, health and science in primary schools and the guidelines, procedures and resources available to support the implementation of the curriculum. Students 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: Develop 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 units; 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 into an issue related to the enhancement of young people’s health & wellbeing through the teaching of health, physical & science education, 30%. Total effective word limit 3000 words.

AEGS114 INTEGRATED STUDIES 2

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit of study will introduce preservice teachers to the curriculum and pedagogy required for effective teaching of humanities and the arts with a focus on students in the primary years of schooling. Preservice teachers will apply their developing understanding and practices of humanities and the arts as well as support the enhancement of students’ creativity and imagination. Topics will include: planning for teaching: lesson structures, teaching strategies, questioning strategies and lesson plans; children’s imagination and creativity; how children’s awareness of history can be stimulated by examining developments in art, music, performance and technology; Indigenous ways of artistic expression; how to engage Indigenous Australian students in learning through the arts. This unit includes designing a curriculum unit which integrates a number of curriculum areas, for example, the arts, technology, history and English, through an application of the practice of ‘multi-literacies’; setting up the classroom for successful learning through individual, small group and whole class activities; resourcing the humanities and arts class programs; assessing children’s inquiry and understanding in the arts and humanities; using information technology to stimulate young people’s imagination and creativity.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Better understand the humanities and the arts curriculum, teaching and learning in primary schools, and the guidelines, procedures and resources available to support the implementation of the curriculums; Apply their understanding of how children learn in diverse ways to the arts (visual arts, computer-mediated art, music and performances) and to the design and use of technology; Plan, teach and evaluate purposeful lessons that engage and challenge students, foster their creativity and imagination and generate specific student learning outcomes across curriculum fields; Evaluate learning activities (curriculum units) which integrate humanities and the arts and apply communication and information technologies; Demonstrate awareness of, and sensitivity to, Indigenous ways of artistic expression and how participation in the arts can engage Indigenous Australian students in learning.

Class Contact: Three hours per week

Required Reading: As advised by lecturer

Assessment: Portfolio, Construction and presentation of a portfolio documenting practice with annotations and commentary, 40%. Report, Curriculum report on the planning, teaching & evaluation of the arts and/or humanities studies, 30%. Review, Inquiry into an issue related the enhancement of creativity and imagination using the arts, technology and related humanities studies, 30%. Total effective word limit 3000 words.

SCHOOL OF EDUCATION
**AEG5115 EARLY CHILDHOOD DEVELOPMENT, LEARNING AND TEACHING 1**

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

**Prerequisites:** Nil

**Description:** This unit aims to present to students an in-depth study of the development of children 0-3 years across all areas of development (social, physical, emotional, cognitive, perceptual), opportunities to explore current research and the primary theories in relation to infant and toddler development.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Demonstrate their knowledge and understanding of the development of 0-3 year old children across all developmental domains, and be able to plan, implement and evaluate effective learning programs for children under 3 years of age; Understand the fundamental role of play in children's learning and development; Apply their observation and program planning skills to implement play-based educational experiences for individual children and groups of children; Analyse how valuable free-play experiences and free play time can be 'squeezed' through inappropriate routines and transitions in a range of early childhood programs; Explore the notion of play in a variety of socio-cultural contexts; Describe their knowledge of the major theorists/theories, current research and contemporary issues in relation to infant and toddler development; Reflect on their own abilities, attitudes, values and beliefs with respect to young children's learning and development; Explain their understanding of the diversity of human growth and development; and the likely impact of culture, family, genetic inheritance and life experiences on development; Focus on the range of pedagogies which are employed to support learning and develop an understanding of educational contexts; Make connections between Project Partnership experiences and a range of theories of learning.

**Class Contact:** Three hours or equivalent per week comprising one hour of lectures and two hours of workshops/tutorials/centre visits online.


**Assessment:** Portfolio, Exposition: Learners, Development and Learning, 70%. Exercise, Develop inquiry outline, 15%. Report, Compile student profile, 15%. Other, Project Partnership report (Hurdle), 0%. Total effective word limit 3000 words.

**AEG5116 EARLY CHILDHOOD DEVELOPMENT, LEARNING AND TEACHING 2**

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

**Prerequisites:** AEG5115 - EARLY CHILDHOOD DEVELOPMENT, LEARNING AND TEACHING 1

**Description:** The aim of this unit of study is to enable students to gain a thorough understanding of major theorists and current research across a range of developmental areas including cognition, physical, emotional, social development; diversity issues, individual learning styles; the contribution of play to children's development. Students will be expected to explore a range of philosophical and psychological theories and curriculum models from which to develop their own understanding of developing a teaching philosophy using a Praxis Inquiry approach

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Demonstrate their knowledge and understanding of the development of 3-8 year old children across all developmental domains and apply understandings of individual children's learning styles, learning theories and curriculum approaches to program planning in preschool and early years programs; Describe their knowledge and understanding of the major theorists/theories, current research and contemporary issues of child development in relation to 3-8 year old children; Identify and illustrate the contribution of play to children's development and learning in early years programs; Reflect on their own abilities, attitudes, values and beliefs with respect to young children's learning and development.

**Class Contact:** 3 hours per week in lectures/workshops/tutorials and on line activities.

**Required Reading:** Child development, Berk, L 2007, 8th edn, 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.

**AEG5117 EARLY CHILDHOOD CURRICULUM AND PEDAGOGY 1: THE SCIENCES**

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

**Prerequisites:**

**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 the major theories and contemporary issues in relation to infant and toddler development across all areas of development; Develop the contribution of play to 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 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.

**AEG5118 EARLY CHILDHOOD CURRICULUM AND PEDAGOGY 2: THE ARTS**

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

**Prerequisites:**

**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.

Department of Education and Human Development
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate understanding, skills and teaching experience in a range of appropriate early childhood expressive arts approaches; experienced the practical aspects of the performing arts Extend their understandings and skills in the areas of early childhood music, dance, drama and the visual arts; Thoroughly understand the visual and creative art needs of young children, and the practical skills to implement effective visual and creative arts teaching programs; Use a range of strategies for learning which reflect the needs and preferred learning styles of young people and which presents and investigates a range of genre in visual and creative arts; Demonstrate an understanding of their own artistic influences and attitudes and the impact this can have on their ability to assist young children's arts development; Demonstrate an ability to inquire about, understand the role of the arts and culture in education and act critically; Use specific strategies such as the use of concrete materials, philosophical inquiry, cooperative groups, integrated and negotiated curriculum which addresses the socio-cultural perspective of learners.

Class Contact: 3 hours or equivalent per week comprising 1 hour of lectures and 2 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%.

AEG5119 CONTEMPORARY ISSUES, SOCIAL CONTEXTS OF LEARNING AND SOCIAL JUSTICE

Locations: Footscray Nicholson, St Albans.

Prerequisites:

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.

Class Contact: Three hours per week of lectures, workshops, online activities, tutorial groups and/or special interest groups


Assessment: Literature Review, Review of research, 50%. Report, Research report, 50%. Total effective word limit 3000 words.

AEG5120 PROFESSIONAL ISSUES

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit will include current understandings and implementation of all management practices and policies and how social and economic policies determine the direction of early childhood services. Preservice teachers will be expected to develop an understanding of how policies are developed to support service delivery in relation to; gender, ethnicity, disability and social inclusion. Current and future trends in early childhood services will be explored. The nature and development of leadership, mentoring and advocacy for children and families will be explored together with a focus on preparing graduates to join the early childhood teaching profession.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Exhibit a thorough understanding of how social and economic policies determine the direction of early childhood services; Demonstrate knowledge of, and ability to undertake professional responsibilities in early childhood programs; Understand the policy framework for early childhood services in Australia; Advocate for children, families and effective early childhood service delivery; Demonstrate knowledge, understanding and skills of leadership and advocacy in early childhood services; Participate in mentoring programs.

Class Contact: Three hours per week participation in lectures, workshops, management meetings, leadership and mentoring programs


Assessment: Assignment, Management, advocacy, policy and leadership, 50%. Portfolio, Professional portfolio, 50%. Total effective word limit 3000 words.

AEG5121 LANGUAGES AND LITERACY IN EARLY CHILDHOOD

Locations: St Albans, Melton.

Prerequisites:

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
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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: Melton.

Prerequisites:

Description: This unit of study aims to provide preservice teachers with the ability to investigate the principles and practices of curriculum and pedagogy which address issues of diversity, equality and disability through inclusive and integrated approaches to teaching, learning and assessment. Use of the Praxis Inquiry Protocol will encourage preservice teachers to relate their developing child development and curriculum knowledge to specific practical challenges in teaching in their Project Partnerships. A particular emphasis of this curriculum and pedagogy unit of study will be to extend preservice teachers' focus on early childhood teaching and learning to the broader organisational question of the way in which early childhood services can take account of the personal, cultural and social conditions of education to include all students in learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Understand and apply inclusive curriculum planning and teaching which take account of the diversity of children/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.


AEG5123 TESOL METHODOLOGY

Locations: Footscray Park.

Prerequisites:

Description: This unit of study provides an introduction to second language teaching methodology and the concept of language proficiency. An historical overview of the development of methods and approaches, together with a study of the nature of language is followed by an examination of current research and its implications for the teaching of speaking, listening, reading and writing in the second language classroom. Learner variables and cultural factors which impinge on communication and language learning are analysed, while integration of the four macro-skills with syntax, lexis, pragmatics and non-verbal communication is discussed. Other topics to be treated include language needs analyses, the assessment of communicative competence and language proficiency, language testing, second language acquisition theory and research, language teachers as researchers, continuous evaluation practices, action research for classroom-based language teachers, the politics of language teaching and curriculum renewal.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate in written form how the nature of the English language influences the learning of English as a second (or additional) language; Demonstrate orally and in written form knowledge of the processes involved in learning English as a second (or additional) language, including the factors affecting the development of language proficiency; Demonstrate in a class presentation awareness of the socio-cultural context of TESOL particularly in the western region of Melbourne but also in Australia and internationally; Use knowledge of the institutional contexts of TESOL to demonstrate in writing and orally understanding of the roles of the TESOL teacher; Use a range of needs analysis 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 focused 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; Demonstrate in a portfolio that they can evaluate, utilise and modify a range of teaching resources; Provide evidence of their ability to document students' development in English; Demonstrate in a portfolio that they can critically self-evaluate teaching practices; Practically demonstrate that they can use a range of teaching strategies and activities appropriate for students with disparate language proficiency; Complete research activities that demonstrate insights into what are successful TESOL practices.

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.

AEG5125 LITERACY METHODOLOGY

Locations: Footscray Park.

Prerequisites:

Description: This unit of study provides an introduction to the theoretical debate surrounding the concept of literacy in Australia and in other societies, and its implication for appropriate curriculum design. Profiles of typical youth and adult literacy students in education and workplace training sites will be developed and consequent learner variables analysed, including the needs of groups with both English speaking and non-English speaking background students. Appropriate teaching practices will then be discussed with due attention paid to a variety of influences over choice and effectiveness of particular strategies that can be used, including reconciliation of: centralised curriculum and accountability priorities, and local specialisation; traditional classroom delivery modes and more recent innovations linked to flexible delivery systems which respond to variation in student purpose and availability; and literacy defined initially as reading and writing then extended to include areas such as numeracy, techno-scientific and visual literacy, or defined more broadly to investigate changes in learning styles brought by new learning technologies. Opportunities will be available for practical experience in online participation within the unit. This experience in turn contributes to understanding ways to develop literacy programs and teaching materials that utilise computer-mediated communication systems.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate knowledge and understanding of the key theoretical frameworks related to the teaching of literacy skills in the 21st century; Demonstrate knowledge and understanding of the variety of literacy settings and learner groups; Demonstrate knowledge and understanding of the relationship between current literacy theories and literacy practices; Demonstrate knowledge and understanding of the Australian literacy policy environment; Demonstrate understanding of the changing demands for social, personal and vocational literacy skills and repertoires and the impacts of these on lives of individuals and communities.

Class Contact: Three hours per week or equivalent for one semester comprising lectures, workshops or online delivery. Online access to unit materials will be available as an option to students to supplement lectures and interested students can access a unit of study home page, obtain web-based email accounts and maintain email contact with staff and students.


Assessment:

Total Assessment: 5000 words or equivalent. There will be a minimum of three separate tasks as advised by the lecturer.

Assignment, As advised by the lecturer, 20%. Assignment, As advised by the lecturer, 30%. Assignment, As advised by the lecturer, 50%. Students are encouraged to apply what they have learnt and done in the other TESOL course units to complete the assessment tasks. Students are also encouraged to use their current work experiences to complete the assessment tasks.

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.
AEG5201 TEACHING BUSINESS 1

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘toolbox’ of teaching strategies, the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Understand the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.

Class Contact: Three hours per week.

Required Reading: VCE Business Management study design, VCAA 2007, Melbourne.

Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5202 TEACHING BUSINESS 2

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘toolbox’ 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.
AEG5204 TEACHING COMPUTING 2

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit of study will provide pre-service teachers with a sound understanding of the tools of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a "tool box" of teaching strategies, the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5205 TEACHING CREATIVITY AND THE ARTS 1

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This is a method designed for students who have met VIT requirements for teaching Visual Arts, Drama, Dance and/or Media Studies. The unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a "tool box" of teaching strategies, the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon, and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting; the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Understand the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.

Class Contact: Three hours per week for one semester.


Assessment: Assignment, Teaching plan (500 words), 20%. Assignment, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Assignment, Partnership inquiry (500 words), 20%. Plus hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5206 TEACHING CREATIVITY AND THE ARTS 2

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This is a method designed for students who have met VIT requirements for teaching Visual Arts, Drama, Dance and/or Media Studies. The unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the

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overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping; the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Understand the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Class Contact: Three hours per week for one semester.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5208 TEACHING ENGLISH 2

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies 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).

AEG5207 TEACHING ENGLISH 1

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit of study will cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.
**AEG5209 TEACHING ENGLISH AS A SECOND LANGUAGE 1**

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

**Prerequisites:**

**Description:** This unit provides an introduction to English as a Second Language (TESL) teaching methodology to pre-service teachers. An historical overview of the development of methods and approaches to Teaching English as a Second Language (TESL), together with a study of the nature of language is followed by an examination of current research and its implications for the teaching of speaking, listening, reading and writing in the second language classroom. Learner variables and cultural factors which impinge on learning and communication are analysed, while integration of the four macro-skills with grammar, vocabulary and non-verbal communication is discussed.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Use their knowledge of the main features of the English language (syntax, pragmatics, morphology, phonology, lexis, semantics) to teach ESL; Describe the processes and variables involved in learning English as a second (or additional) language; Analyse ESL learners’ language and socio-cultural needs; Design teaching programs to meet ESL learners’ language and socio-cultural needs; Read, understand and relate current research of ESL to the teaching of ESL.

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


**Assessment:**
- 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 15-20 minute presentation of the evaluation of this mentoring with a 1000-word report of the mentoring 80%; OR
- Option B: One written research-based assignment of 2000 words 80%; OR
- Option C: One negotiated language related and research-based task equivalent to 2000 words 80%.

**AEG5210 TEACHING ENGLISH AS A SECOND LANGUAGE 2**

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

**Prerequisites:**

**Description:** This unit is a continuation of the TESL Methodology (AEG1674) unit which provides an introduction to second language teaching methodology to pre-service teachers. This second unit of TESL Methodology focuses on language needs analyses, the assessment of communicative competence and language proficiency, language testing, second language acquisition theory and research, language teachers as researchers, continuous evaluation practices, action research for classroom-based language teachers, the politics of language teaching and language teaching curriculum renewal.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; ability to plan and assess for effective learning; knowledge to employ a range of resources to engage students; ability to maintain a safe and challenging learning environment; ability to demonstrate a capacity to reflect, evaluate and improve their knowledge and practice in the discipline. Pre-service teachers will also be provided with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

**Credit Points:** 12

AEG5212 TEACHING HUMANITIES 2

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Demonstrate an ability to plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Demonstrate an ability to reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5214 TEACHING LANGUAGES OTHER THAN ENGLISH 2

Locations: St Albans, Footscray Park.

Prerequisites:

Description: Teaching LOTE 2 will help pre-service teachers to develop an understanding of the following: the rationale for LOTE teaching and learning; theories of language acquisition; methods and approaches in language teaching; developing and integrating language macro-skills in the LOTE classroom; pronunciation, speaking and listening; reading, writing and teaching vocabulary and grammar. This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, 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 for effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5213 TEACHING LANGUAGES OTHER THAN ENGLISH 1

Locations: St Albans, Footscray Park.

Prerequisites:

Description: Teaching LOTE 1 will help pre-service teachers to develop an understanding of the following: the rationale for LOTE teaching and learning; theories of language acquisition; methods and approaches in language teaching; developing and integrating language macro-skills in the LOTE classroom; pronunciation, speaking and listening; reading, writing and teaching vocabulary and grammar. This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will 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; Demonstrate an ability to plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Demonstrate an ability to 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).
map, 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).

AEG5215 TEACHING MATHEMATICS 1

Locations: St Albans, Footscray Park.

Prerequisites:

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 will learn about how students learn mathematics, and the theory and practice of teaching mathematics. Specifically during the semester pre-service teachers will examine and develop an understanding of how students in secondary (and primary) schools learn mathematics; they will 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 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. Teaching Mathematics 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 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.

AEG5216 TEACHING MATHEMATICS 2

Locations: St Albans, Footscray Park.

Prerequisites:

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 will learn about how students learn mathematics, and the theory and practice of teaching mathematics. Specifically during the semester pre-service teachers will examine and develop an understanding of how students in secondary (and primary) schools learn mathematics; they will 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 2 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. Teaching Mathematics 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 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).

AEG5217 TEACHING MUSIC 1

Locations: St Albans.

Prerequisites:

Description: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a “tool box” of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance; the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5218 TEACHING MUSIC 2

Locations: St Albans.

Prerequisites:

Description: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a “tool box” of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance; the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5219 TEACHING OUTDOOR EDUCATION 1

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a “tool box” of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance; the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).
selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Understand the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.

Class Contact: Three hours per week for one semester.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5221 TEACHING PHYSICAL EDUCATION 1

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a "tool box" of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to 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).

AEG5222 TEACHING PHYSICAL EDUCATION 2

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge
and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and 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).

AEG5224 TEACHING PSYCHOLOGY 2

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping; the establishment of criteria of quality of performance; the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Understand the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5225 TEACHING SCIENCE 1

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit
reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a 'tool box' of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5227 TEACHING STUDENT WELFARE 1

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate knowledge of the context in which students learn; Reflect, evaluate and improve their knowledge of the social, political and economic factors impacting on young people in the junior and post-compulsory secondary years of schooling; Better understand the complexity of delivering student welfare in a school through a series of presentations/projects both individual and group which focus on contextualising the role of schooling in our society.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5226 TEACHING SCIENCE 2

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12
Three hours per week.

The discipline.

Employ a range of resources to engage students and maintain a safe and challenging strategies and discipline specific content; Plan and assess effective learning and to be able to: Demonstrate knowledge of how students learn, effective teaching learning outcomes.

On successful completion of this unit, students are expected Credit Points: 12

Learning outcomes:

On successful completion of this unit, students are expected to be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class contact: Three hours per week.

Required reading:


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5228 Teaching Student Welfare 2

Locations: St Albans, Footscray Park.

Prerequisites:

Description: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFI, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning outcomes:

On successful completion of this unit, students are expected to be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5230 Teaching Technology 2

Locations: St Albans, Footscray Park.

Prerequisites:

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 CSFI, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning outcomes:

On successful completion of this unit, students are expected to be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess 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).

AEG5229 Teaching Technology 1

Locations: St Albans, Footscray Park.

Prerequisites:

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 CSFI, Essential Learning Standards, VCAL and the VCE.
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).

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**AEGS232 TEACHING VOCATIONAL EDUCATION AND TRAINING 2**

**Locations:** St Albans.

**Prerequisites:**

**Description:** This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit 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).
EXTENDED DISCIPLINE STUDY 1

Locations: St Albans, Footscray Park.

Prerequisites:

Description: Extended Discipline Study 1 offers pre-service teachers in nominated or high demand areas an opportunity to focus on an in-depth study of their discipline. This unit of study is designed as the equivalent of a double teaching method.

Extended Discipline Study 1 aims to provide pre-service teachers with an opportunity to build on their discipline study through a program of focused inquiry, problem-based learning, research, curriculum development and practice. This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course, which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFI, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artifacts) (ungraded).

EXTENDED DISCIPLINE STUDY 2

Locations: St Albans, Footscray Park.

Prerequisites:

Description: Extended Discipline Study 2 offers pre-service teachers in nominated or high demand areas an opportunity to focus on an in-depth study of their discipline. This unit of study is designed as the equivalent of a double teaching method.

Extended Discipline Study 2 aims to provide pre-service teachers with an opportunity to build on their discipline study through a program of focused inquiry, problem-based learning, research, curriculum development and practice. This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFI, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess 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, Written report on partnerships, 20%. Essay, Essay on issues covered in class, 30%. Presentation, Tutorial presentation, 20%. Assignment, Assessment of community partnership work, 20%. Participation, Participation in tutorial class, 10%. Total EWL 3000 words
**AEK1102 GLOBAL INDIGENOUS CULTURES**

**Locations:** St Albans.

**Prerequisites:** Nil.

**Description:** This unit of study will attempt to address such questions as: What are, if any, the commonalities between global Indigenous communities? This unit will compare and contrast Indigenous Australian ways of knowing and doing with the Indigenous peoples of other nations. What are the differences between and commonalities shared by these societies?

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: Critically articulate where contemporary Indigenous Australia fits within the global context of Indigenous societies, and the unique position this society holds on the global Indigenous scene; Comprehend the Indigenous Australian struggle and community commitment.

**Class Contact:** Thirty-six contact hours, comprising one one-hour lecture and one two-hour tutorial per week for one semester.


**Assessment:** Research Paper, Preliminary research paper, 15%. Presentation, Tutorial presentation (1), 20%. Presentation, Tutorial presentation (2), 25%. Participation, Class participation, 10%. Essay, As advised by lecturer, 30%. Total EWL 3000 words

**AEK1103 INDIGENOUS CAREERS DEVELOPMENT**

**Locations:** St Albans.

**Prerequisites:** Nil.

**Description:** This unit of study will explore careers through leadership and mentoring and its relevance to Indigenous Australian society. The main themes and questions are: Career opportunities; leadership careers; mentors, what are they; What you know; what you need to know; leadership potential; goals and aims; skilling up.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: Critically articulate what mentoring is and have the skills to seek out appropriate mentors for their chosen fields of study or career.

**Class Contact:** Thirty-six contact hours, comprising one one-hour lecture and one two-hour tutorial per week for one semester.

**Required Reading:** The Unit Co-ordinator will supply a Unit Reader with readings drawn from the following texts: Guidelines for ethical research in Indigenous studies, Australian Institute for Aboriginal and Torres Strait Islander Studies 2000, AIATSIS, Canberra.

**Assessment:** Exercise, Completion of 10 tutorial exercises, 50%. Project, Library project, 20%. Project, Journal project, 10%. Report, Written report on group class presentation, 20%. Total EWL 3000 words

**AEK1201 INDIGENOUS AUSTRALIAN KNOWING**

**Locations:** St Albans.

**Prerequisites:** Nil

**Description:** This unit of study will include five days of community partnership during which students will inquire into the role of Indigenous Australian ways of knowing and doing within community organisations, activities and/or events. There will be an introduction to the history of the Indigenous struggle and the continual impact of colonisation upon Indigenous Australian peoples.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: Understand and critically articulate the ideas of the Indigenous Australian worldview; Understand and critically articulate the relationships between Lores and Laws in the Indigenous Australian notion of ‘living in two worlds’ and its costs; Inquire into Indigenous Australian issues affecting community organisations through completion of a five-day community partnership.

**Class Contact:** Twenty-four hours of workshops or equivalent, plus five days Community Partnerships.

**Required Reading:** The Unit Co-ordinator will supply a Unit Reader with readings drawn from selected texts.

**Assessment:** Report, Written report on partnerships, 20%. Essay, Essay on issues covered in class, 30%. Presentation, Tutorial presentation, 20%. Assignment, Assessment of Community partnership work, 20%. Participation, Participation in class tutorials, 10%. Total EWL 3000 words

**AEK1202 GLOBAL INDIGENOUS COMMUNITIES**

**Locations:** St Albans.

**Prerequisites:** Nil

**Description:** This unit of study will attempt to address such questions as: What are, if any, the commonalities between global Indigenous communities? Are all Indigenous communities politically oppressed? Are there any differences in the relationships between the Indigenous and non-Indigenous people/nations/governments of these countries? What are the differences, if any, in the political status of these Indigenous communities?

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: Critically articulate where contemporary Indigenous Australia fits within the global
contact of Indigenous societies, and the unique position this society holds on the
global Indigenous scene.

Class Contact: Thirty-six contact hours comprising one one-hour lecture and two
hours of tutorials per week for one semester.

Required Reading: The Unit Co-ordinator will supply a Unit Reader with readings
drawn from the following texts: A global history of Indigenous peoples, Coates, K
2004, Houndsmills, Basingstoke, Hampshire; Palgrave Macmillan.

Assessment: Final examination 1, 40%. Assignment, Workshop assessment 2, 20%.
Total EWL 3000 words

Class Contact: Thirty-six contact hours comprising one one-hour lecture and one two-
hour tutorial per week for one semester.

Required Reading: The Unit Co-ordinator will supply a Unit Reader with readings
drawn from the following texts: Morality and literacy: the technologizing of the
history, Rintoul, S 1993, William Heinemann, Port Melbourne.

Assessment: Research Paper, Preliminary research paper, 15%. Presentation, Tutorial
presentation 1, 20%. Presentation, Tutorial presentation 2, 25%. Participation, Class
participation, 10%. Essay, As advised by lecturer, 30%. Total EWL 3000 words

AEK2101 WORKING IN INDIGENOUS AUSTRALIAN COMMUNITIES

Locations: St Albans.

Prerequisites: Nil.

Description: The main themes explored in this unit of study are: the function and
structure of Indigenous communities; the development of formal Indigenous Australian
community organisations; non-Indigenous Australian society and its relationship to
community leaders and organisations; policy versus reality in community experience;
community perceptions of the differences between appointed and elected committees;
the processes and consultation in policy development; the expectations stakeholders;
the differences in community development and organisational management processes
in Indigenous Australian and non-Indigenous Australian managed communities and
their organisations. This unit of study will also have a ten-day Community Partnership
component. Where it is not possible to place students, they will undertake an
equivalent research project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
Articulate how and why communities are established, especially about the
development of community organisations; Identify the differences between policies,
the contexts in which they are enacted, and the limitations on their implementation;
Comprehend how various stakeholders can influence a community and the direction
and ability to function to meet community aspirations; Comprehend how Indigenous
people in mainstream contexts maintain community connections.

Class Contact: Twenty-four hours of workshops or equivalent, plus 10-days
Community Partnerships.

Required Reading: The Unit Co-ordinator will supply a Unit Reader with readings
drawn from the following texts: Telling the truth about Aboriginal history, Attwood, B
2005, Allen and Unwin, Crows Nest, NSW.

Assessment: Report, Written report on partnerships, 20%. Essay, Essay on issues
covered in class, 30%. Presentation, Tutorial presentation, 20%. Assignment,
Assessment of community partnership work, 20%. Participation, Participation in
tutorial classes, 10%. Total EWL 3000 words

AEK2102 ORAL TRADITIONS IN INDIGENOUS COMMUNITIES

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study will explore the concept of oral tradition and its
cultural relevance and importance to Indigenous Australians. The importance of
preserving the cultural integrity of this tradition and the knowledge passed down
through it will also be examined.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will 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.

Class Contact: Twenty-four hours of workshops or equivalent, plus 10-days
Community Partnerships.

Required Reading: The Unit Co-ordinator will supply students with a Unit Reader.

Assessment: Written Report on Partnerships (1000 words) 20%; Essay on issues
covered in class (2000 words) 30%; Tutorial presentation (750-1000 words) 20%;
Assessment of Communication Partnership work 20%; Participation in tutorial classes
10%.

AEK2201 LEARNING IN INDIGENOUS AUSTRALIAN COMMUNITIES

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study will investigate traditional Indigenous Australian
community structure with emphasis on the following themes: the Elder system and
traditional Elder customs; what is a reciprocal system; connections to ‘country’ and
reciprocal rights; multi-connectedness/obligations to many ‘countries’; traditional
versus historical connections; the contemporary Indigenous Australian reality. This unit
will also have a 10-day Community Partnership component or research project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
Critically articulate the Elder system and its relevance in contemporary Indigenous
Australia; Critically articulate the reciprocal/obligatory nature of Indigenous Australian
society and what this means both in contemporary Indigenous Australia and for
community organisations; Critically articulate the concept of ‘country’ and the
obligations that are part of it.

Class Contact: Twenty-four hours of workshops or equivalent, plus 10-days
Community Partnerships.

Required Reading: The Unit Co-ordinator will supply students with a Unit Reader.

Assessment: Written Report on Partnerships (1000 words) 20%; Essay on issues
covered in class (2000 words) 30%; Tutorial presentation (750-1000 words) 20%;
Assessment of Community Partnership work 20%; Participation in tutorial classes
10%.

AEK2202 GLOBAL INDIGENOUS ISSUES

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study will address the broader global issues that are
common throughout Indigenous communities all over the world. This will be done
through the exploration of themes and questions such as the following: construction
of the notion of ‘race’, ethnicity and multiple Indigenous ethnicities within one
Indigenous society; identity, its construct and label appointment; legal national
definition of Indigenousity. The origin of the concept of ‘Whiteness’: what is it

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be expected to
be able to: Examine and explore their own concepts of ‘race’, ‘identity’ and
‘ethnicity’, then, through self-exploration, critically communicate in spoken and written
words, the impact that these labels have on Indigenous communities throughout the
world; Critically articulate the concept of ‘Whiteness’ and its impact on Indigenous
societies, with emphasis on Indigenous Australian society.

Class Contact: Thirty-six contact hours per semester, comprising one one-hour lecture
and one two-hour tutorial.
Required Reading: The Unit Co-ordinator will supply a Unit Reader with readings drawn from the following texts: The invention of the white race, Allen, T 1994, Verso, London & NY. Redaining Indigenous voice and vision, Battiste, MA 2000, UBC Press, Vancouver.

Assessment: Research Paper, Preliminary research paper, 15%; Presentation, Tutorial presentation 1, 20%; Presentation, Tutorial presentation 2, 25%. Participation, Class participation, 10%. Essay, As advised by lecturer, 30%. Total EWL 3000 words

AEK3101 KNOWING INDIGENOUS AUSTRALIAN COMMUNITIES

Locations: St Albans.
Prerequisites: Nil.
Description: This unit of study will address the unique and significant connection that Indigenous Australians have to ‘country’ and mother earth through exploring the land rights struggles of Indigenous people in Australia from 1788 to the present day. Topics that will be covered in this unit will include: land rights, native title, sovereignty, continuity and ownership. This unit will also have a 10-day Community Partnerships component. Where it is not possible to place students, they will undertake an equivalent research project.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Identify the different Indigenous Australian concepts surrounding land, land ownership, and sovereignty; Critically articulate the history of the land rights struggle from the arrival of the First Fleet in 1788 until the present; Witness the effects these histories and concepts have on Indigenous Australian through their community partnerships.

Class Contact: Twenty-four hours of workshops or equivalent, plus 10 days of Community Partnerships.

Required Reading: The Unit Co-ordinator will supply students with a Unit Reader.
Assessment: Written report on Partnerships (1200 words) 20%; Essay on issues covered in class (2500 words) 30%; Tutorial presentation (1250 words) 20%; Assessment of Community Partnership work 20%; Participation in tutorial classes 10%.

AEK3102 INDIGENOUS LITERACIES

Locations: St Albans.
Prerequisites: Nil.
Description: Indigenous Australian writing will be explored through the following themes and questions: historical beginning of Indigenous Australian writing; purpose of the early writings; petitions; political era; non-political writing; teaching era; songs, plays, comedy; are the above themes valid; First acknowledgement of Indigenous Australian writers in various categories; non-Indigenous Australian writing about Indigenous Australians; comparison and contrast of non-Indigenous Australian writing and Indigenous Australian writing; writing oral traditions.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Critically articulate the phases and nature of Indigenous Australian writing and its various purposes; Critically articulate the various issues in Indigenous Australia as highlighted in this society’s writings; Critically articulate the emergence of an Indigenous Australian literary voice and how it has helped preserve and re-establish the oral tradition; Provide an overview of Indigenous Australian literary styles, issues and content.

Class Contact: Thirty-six contact hours comprising one-one hour lecture and one two-hour tutorial for one semester.

Required Reading: The Unit Co-ordinator will supply a Unit Reader with readings drawn from the following: Brewster, A, O’Neill, A & van den Berg, R (eds) 2000, Those who will remain will always remember: an anthology of Aboriginal writing, Fremantle Arts Centre Press, Fremantle.

Assessment: Preliminary research paper (1000 words) 15%; Tutorial presentation 1 (1250 words) 20%; Tutorial presentation 2 (1500 words) 25%; Class participation 10%; Essay (2250-2500 words) 30%.

AEK3201 LEADERSHIP IN INDIGENOUS AUSTRALIAN COMMUNITIES

Locations: St Albans.
Prerequisites: Nil.
Description: This unit of study will explore leadership in Indigenous Australian Communities through posing and discussing the following themes and questions: When did it begin What forms did it originally take Who were these leaders Who are the current leaders What constitutes ‘real’ representation Are the current organisations/leaders representative Does this new form of leadership marginalise the Elder System Where to now This unit will have a 10-day Community Partnership component. Where it is not possible to place students, they will undertake an equivalent research project.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Recognise the Elder and Leadership systems and their interconnectedness in Indigenous Australia; Critically articulate the emergence of a Western concept of Indigenous Australian leadership.

Class Contact: Twenty-four hours of workshops or equivalent, plus 10-days of Community Partnerships.

Required Reading: The Unit Co-ordinator will supply the students with a Unit Reader.
Assessment: Written report on Partnerships (1250 words) 20%; Essay on issues covered in class (2500 words) 30%; Tutorial presentation (1250 words) 20%; Assessment of Community Partnership work 20%; Participation in tutorial classes 10%.

AEK3202 GLOBAL INDIGENOUS LEADERSHIP

Locations: St Albans.
Prerequisites: Nil.
Description: Students will investigate how Indigenous Australian leadership compares to other world Indigenous leadership This will be done through exploring the following themes and questions: What form does Indigenous leadership take Who are the leaders and where are they from Indigenous world leader case studies both historical and contemporary; Indigenous leadership within second world nations and its impact; Indigenous leadership within third world nations and its impact; What is a fourth world nation and how does Indigenous leadership impact on this group The place of the United Nations. Where to now

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to; Critically articulate the global issues that underpin government policy and global Indigenous issues; Critically communicate the emergence of global indignity, and the intertwining of Indigenous Australian and global issues in forums such as the UN; Apply skills to assist them to become community leaders.

Class Contact: Thirty-six contact hours comprising one-one hour lecture and one two-hour tutorial for one semester.

Required Reading: The Unit Co-ordinator will supply a Unit Reader with readings drawn from the following texts: Dean, B & Levi, JM 2003, At the risk of being heard: identity, Indigenous rights, and postcolonial states, University of Michigan Press, Ann Arbor.

Assessment: Preliminary research paper (1000 words) 15%; Tutorial presentation 1 (1250 words) 20%; Tutorial presentation 2 (1500 words) 25%; Class participation 10%; Essay (2250-2500 words) 30%.
AEM1659 MINOR THESIS (FULL-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: Students will independently conduct research which demonstrates the ability to define a problem, to undertake a detailed literature search and review the relevant theoretical and practical literature on the topic area. The topic which is chosen should allow the student to develop a methodology and to apply it to an appropriate problem or situation. Good data selection, collection and analysis skills should be demonstrated. The written minor thesis should involve a high standard of written communication skills and conform to the prescribed format detailed in a booklet Notes for candidates undertaking the thesis which is available from the School of Education. 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

Learning Outcomes: To be advised.

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: To be advised.

Assessment: The minor thesis will be a paper of no less than 15,000 or more than 20,000 words. Examination of the minor thesis will be conducted by one external examiner and one internal examiner. The supervisor will not be the examiner. The examiners will recommend one of four outcomes for the minor thesis: (a) passed; (b) passed unit of study to specified minor amendments being made; (c) deferred for resubmission subsequent to major revision; or (d) failed.

AEM6100 EDUCATION RESEARCH DESIGN AND METHODS

Locations: Footscray Park, Melton, Other.

Prerequisites: Nil.

Description: In this unit of study, students will consider the following questions: How is education research relevant to our work? How does education research inform and improve practice, outcomes and policy in various learning settings, including workplaces? What research paradigms are used in education research and why? How is education research conducted? The key characteristics of a range of qualitative and quantitative methods commonly used in education research will be introduced. These will include case studies, ethnography, critical theory research, action research, historical research, evaluation research, design experiments, descriptive and causal-comparative research, correlational research, experimental research. Students will be required to conduct an in-depth inquiry into one particular research design and its methods and review recently published and innovative research articles/papers that connect to current policy and practice issues. One outcome of this inquiry will be a proposal for research.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: Unit is delivered via face-to-face contact over 36 hours. Periodic online delivery will be provided to approved cohorts of students.

Required Reading: Applying educational research: a practical guide, Gall, JP, Gall, MD & Borg, WR 2005, 5th edn, Boston: Pearson Education

Assessment: Group presentation about a research design commonly used in education 30%. Presentation of a draft research proposal 10%. Written commentary on another students’ draft research proposal (500 words) 10%. Research proposal (3000 words) 50%.

AER8000 RESEARCH THESIS (FULL-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit of study, the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies - consists of a project carried out by students on an individual basis. The project is expected to be an investigation of an approved topic, followed by the submission of a suitably formatted thesis in which the topic is introduced and formulated; the investigation described in detail; results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

Credit Points: 48

Learning Outcomes: To be advised.

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: To be advised by supervisor.

Assessment: The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.

AER8001 RESEARCH THESIS (PART-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit of study, the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies - consists of a project carried out by students on an individual basis. The project is expected to be an investigation of an approved topic, followed by the submission of a suitably formatted thesis in which the topic is introduced and formulated; the investigation described in detail; results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: To be advised by supervisor.

Assessment: The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.

AER8507 RESEARCH THESIS (FULL-TIME)

Locations: Footscray Park, Sunbury.

Prerequisites: Nil.

Description: A dissertation proposal will be developed and defended in a first review process. An ethics application will be required for research involving humans. The work to be undertaken will involve scholarly study of the relevant theoretical and empirical literature; analysis; study in a practical context involving data collection using an appropriate range of techniques; and a conclusion pointing strategic and practical implications for the enhancement of professional practice.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to: Develop and defend a research proposal; Make an ethics application, as required; Present a comprehensive literature review; Select and utilise a research methodology; Present a substantial and well ordered dissertation.
Class Contact: Independent research in addition to regular meetings with supervisor and co-supervisor.

Required Reading:

Assessment: Research thesis 100%

AER8509 RESEARCH THESIS (PART-TIME)

Locations: Footscray Park, Sunbury.

Prerequisites: Nil.

Description: A dissertation proposal will be developed and defended in a first review process. An ethics application will be required for research involving humans. The work to be undertaken will involve scholarly study of the relevant theoretical and empirical literature; analysis; study in a practical context involving data collection using an appropriate range of techniques; and a conclusion pointing strategic and practical implications for the enhancement of professional practice.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: The equivalent of four hours per week for four semesters. Support for undertaking the dissertation will be provided by a University supervisor and where appropriate by a member of staff in the student's profession in the role of mentor.

Required Reading:

Assessment: Research thesis 100%.

AER8510 POLICY CONTEXT OF PROFESSIONAL PRACTICE

Locations: Footscray Park, Off-shore, Other.

Prerequisites: Nil.

Description: In this unit of study, traditional and contemporary perspectives on professional practice and the implications of these for the development of professionals are considered. Planning for professional growth includes having an understanding of background, skills and the current work contexts of professionals and practitioners. A range of strategies for exploring professional development needs and the potential of individuals are explored. Adult learning: principles and strategies relevant in contemporary workplaces are considered. The emphasis here will be on the translation of these principles into practice. Concepts such as lifelong learning, open education and curriculum responses based on critically reflective learning strategies are considered.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: Define professional practice and professional development; Debate factors driving policy development for professional practice; Analyse policies implemented in the professional workplace; Evaluate the policy context for professional practice.

Class Contact: Thirty-six hours for one semester.

Required Reading:

Assessment: A 5000-word report of an analysis of a small group of educators in a particular setting (depending on the relevant context the number investigated may be only one person). The aim will be to: (a) identify the significant issues that have impacted on the professional life of those under investigation and indicate how these relate to the literature on professional development and growth; and (b) identify those aspects of the professionals' context which would be of relevance in planning for professional development of the people. Issues from (a) above as well as expressed needs and needs implied through an analysis of the context are to be considered 100%.

AER8514 THE PRACTICE OF PROFESSIONAL DEVELOPMENT

Locations: Footscray Park, Other.

Prerequisites: Nil.

Description: Professional development in recent times has been reconceptualised within an economic rationalist framework. The terms 'professional development', 'staff development', 'professional education', 'in-service education' are frequently used interchangeably. 'Delivery', 'competencies' and 'outcomes' are terms which are part of the new language of transmission models of development. The literature however, emphasises the importance of critical reflection, collegiality, and action learning in the development of educators. This unit of study will develop an understanding of the contexts in which professional practice occurs, relevant substantive knowledge, theories about learning which transform that knowledge into pedagogical knowledge and appropriate policies which relate it to system priorities and the sociopolitical context in which the practice is set. A range of different models for considering development will be explored including the beginner/expert model, the ages and stages models and Vygotskian models of development. Implications of these for appraising needs as well as designing, implementing and evaluating programs are considered.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: Identify contexts of professional practice; Analyse the concept of an economic rationalist framework; Explore models for professional development: the novice/expert model, transmission models and Vygotskian model; Design, develop and evaluate a professional development program.

Class Contact: Thirty-nine hours over one semester.

Required Reading: To be advised by lecturer.

Assessment: Review of the literature related to the practice of professional development (2500 words) 33%; Plan for personal professional development (5000 words) 67%.

AER8517 INVESTIGATING PROFESSIONAL PRACTICE

Locations: Footscray Park, Other.

Prerequisites: Nil.

Description: The focus of this unit is an 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, Other.

Prerequisites: Nil.
AER8520 WORKPLACE PROJECT A (DOCTORAL)

Locations: Footscray Park, Other.

Prerequisites: Nil.

Description: This unit of study will include issues in professional practice; workplace/work-based learning; research theories; project design to improve professional practice; made 2 knowledge in trans-disciplinary social and economic contexts; utilisation of academic and "industrial" resources and values.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to: Research an aspect of professional practice in the workplace; Present a project for examination.

AER8521 WORKPLACE PROJECT B (DOCTORAL)

Locations: Footscray Park, Other.

Prerequisites: Nil.

Description: This unit of study will include: issues in professional practice; workplace/work-based learning; research theories; project design to improve professional practice; made 2 knowledge in trans-disciplinary social and economic contexts; utilisation of academic and "industrial" resources and values.

Credit Points: 48

Learning Outcomes: To be advised.

Class Contact: Regular meetings with learning set members and with supervisor. Attendance at seminars and workshops.

Required Reading: As negotiated and identified by the supervisor and student.

Assessment: The workplace project is to be a workplace-based and workplace-relevant project undertaken with a learning contract between the organisation, the student and the University. At a length of 25,000 words each, the two workplace projects offer an alternative to the thesis. Examination by two external examiners, with professional expertise in the area of the thesis topic and professional field. Examiners may be international.
AER8532 WORKPLACE PROJECT A (DOCTORAL) PART-TIME

Locations: Footscray Park, Other.

Prerequisites:

Description: The Workplace Project Doctoral is a research-based project addressing an important issue or question concerning policy and/or practice in a profession or industry culminating in the presentation of a substantial and intellectually coherent product for external examination.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Develop a proposal for the workplace research project; Select relevant literature and methodology for the project; Meet requirements for ethical conduct of the research; Research an aspect of professional practice in the workplace; Present a project for examination

Class Contact: Regular meetings with learning set members and with supervisor. Attendance at seminars and workshops.


Assessment: Dissertation The Workplace Project Doctoral is examined as per the requirements for this level of research.

AET4102 LEARNING AND DIVERSITY

Locations: Footscray Park, City Flinders, Newport.

Prerequisites: Nil.

Description: This unit of study will examine Victoria University policies with regard to: teaching and learning; credit and recognition of prior learning; legal and ethical issues; reporting and assessment; research and graduate studies; and student progress and pathways. It will also examine issues associated with post-compulsory education in Australia: secondary, TAFE and higher education and cross-sectoral approaches: principles, policies and practices. It will include: Victoria University’s policies and procedures, systems and structures that support teaching and learning; Victoria University’s students: the challenges and opportunities of diversity; and learner-centred teaching: principles and practices.

Credit Points: 6

Learning Outcomes: To be advised.

Class Contact: Twelve hours or equivalent.


Assessment: Evidence for achievement of the learning outcomes for this unit, such as a statement of the principles that guide the student’s approach to teaching students from diverse backgrounds and a commentary on strategies that are congruent with these principles (2000 words or equivalent) (graded) 100%.
Assessment: Evidence for achievement of the learning outcomes for this unit, such as a statement of the principles that guide the student’s approach to teaching students from diverse backgrounds and a commentary on strategies that are congruent with these principles (2000 words or equivalent) (graded) 100%.

AET4103 STUDENT ASSESSMENT

Locations: Footscray Park, City Flinders, Newport.

Prerequisites: Nil.

Description: The content of this unit of study will be negotiated with students depending on their prior learning and professional experience. It will be based on the following topics: design of assessment systems that respond to the learning needs of students as well as reflecting the requirements of the discipline or field of practice; development of assessment strategies and practices that are ‘authentic’ in that they reflect the work of practitioners in the field; development of formative assessment strategies and practices that provide prompt, informed and constructive feedback to students; moderation of assessment tools and practices with the aim of improving understanding of student learning and assessing quality of assessment; institutional processes and practices supporting student assessment, monitoring student progress and supporting students at risk.

Credit Points: 6

Learning Outcomes: To be advised.

Class Contact: Twelve hours or equivalent.


Assessment: Evidence for achievement of the learning outcomes for this unit, such as development of an assessment tool and a critical commentary on its fairness, transparency, consistency and alignment with planned learning outcomes (2000 words or equivalent) 100%.

AET4104 DESIGNING FOR LEARNING

Locations: Footscray Park, City Flinders, Newport.

Prerequisites: Nil.

Description: The content of this unit of study will be negotiated with students depending on their prior learning and professional experience. It will be based on the following topics: design of 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 assessing quality of assessment; institutional processes and practices supporting student assessment, monitoring student progress and supporting students at risk.

Credit Points: 6

Learning Outcomes: To be advised.

Class Contact: Twelve hours or equivalent.


Assessment: Evidence for achievement of the learning outcomes for this unit, such as development of an assessment tool and a critical commentary on its fairness, transparency, consistency and alignment with planned learning outcomes (2000 words or equivalent) 100%.

AET4105 MANAGING LEARNING

Locations: Footscray Park, City Flinders, Newport.

Prerequisites: Nil.

Description: The content of this unit of study will be negotiated with students depending on their prior learning and professional experience. It will be based on the following topics: managing learning in different environments, including classrooms, workplaces and online environments; learning theory and the development of a positive learning environment that supports active learning; negotiating learning arrangements, expectations, roles and responsibilities, relationships to supervisors, colleagues and peers for both students and teachers; establishing appropriate teaching and learning practices and environments with consideration of specific disciplines and fields of practice, eg. laboratories etc; understanding Victoria University’s policies and procedures for safe and equitable learning for all students.

Credit Points: 6

Learning Outcomes: To be advised.

Class Contact: Twelve hours or equivalent.


Assessment: Evidence for achievement of the learning outcomes for this unit, such as a report arising from and a reflective commentary on reciprocal peer observation of teaching (2000 words or equivalent) 100%.

AET4106 IMPROVING PRACTICE

Locations: Footscray Park, City Flinders, Newport.

Prerequisites: Nil.

Description: The content of this unit of study will be negotiated with students depending on their prior learning and professional experience. It will be based on the following topics: exploration of effective teaching and learning environment, including classrooms, workplaces and online environment, including relevant theories of flexible learning and learning in the workplace; developing a professional learning plan to refresh substantive recent knowledge in relevant professional discipline or field of practice; participation in a professional community of practice for the improvement of teaching, including supervised teaching practice where required; initiating teaching as building student learning communities of practice for reflection and knowledge development in specific discipline or field of practice; practitioner research as inquiry about practice and the basis for scholarly improvement of practice.

Credit Points: 6

Learning Outcomes: To be advised.

Class Contact: Twelve hours or equivalent.

Required Reading: Kember, D & Kelly, M 1993, Improving teaching through action research, HERDSA, Campbelltown.

Assessment: Evidence for achievement of the learning outcomes for this unit, such as a report based on research into the student’s own teaching practice using peer and student feedback to improve practice (2000 words or equivalent) 100%.

AET4107 TEACHING PORTFOLIO

Locations: Footscray Park, City Flinders, Newport.

Prerequisites: Nil.

Description: This unit of study will include the following topics: how to construct a teaching portfolio that identifies the needs and strengths of the practice of professional educators in terms of teaching, learning, pedagogy and research; identifying what counts as artefacts of practice; differentiating between artefacts of
practice and artefacts as evidence of capability; organising a portfolio for effective demonstration of knowledge and practice in response to the capabilities of Victoria University teaching staff.

Credit Points: 6

Learning Outcomes: To be advised.

Class Contact: Twelve hours or equivalent.


Assessment: A comprehensive teaching portfolio, including an oral defence of the portfolio (2000 words or equivalent) 100%.

AET4109 LEARNING MATTERS

Locations: Footscray Park, City Flinders, Newport.

Prerequisites: Nil.

Description: This unit of study will include the following topics: Victoria University's policies with regard to teaching and learning; credit and recognition of prior learning, legal and ethical issues, reporting and assessment, research and graduate studies, student progress and pathways; post-compulsory education in Australia: secondary, TAFE and higher education; cross-sectoral approaches: principles, policies and practices; Victoria University policies and procedures, systems and structures that support teaching and learning; Victoria University's students: the challenges and opportunities of diversity; learner-centred teaching: principles and practices.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Twelve hours or equivalent.


Assessment: Report on an inquiry into learning by students (2000 words or equivalent) 100%.

AEX1099 STUDENT LEADERSHIP AND MENTORING

Locations: St Albans, Footscray Park, Sunbury, Melton.

Prerequisites: Nil.

Description: This unit of study provides an opportunity for students to learn to develop their skills, knowledge and understanding by working with peers and community members as mentors and leaders in a range of settings both within Victoria University and in the community. Students will plan for and facilitate responsive learner-centred environments in schools, community settings and in a range of Victoria University settings. The unit will focus on inquiry, development and reporting of personal learning, development and engagement with issues and experiences of mentoring, ambassadorship, and community and educational leadership. Using a constructivist approach, and relating knowledge and skills in mentoring by relating them to specific theories of student leadership and mentoring; identify, interpret and evaluate specific strategies for effective student leadership and mentoring by relating them to specific theories of student leadership and 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; 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: identify, interpret and evaluate specific strategies for effective student leadership and mentoring by relating them to specific theories of student leadership and mentoring; explore and demonstrate effective use of mentoring and/or leadership strategies which focus on service and responsiveness; demonstrate the use of a range of approaches to reflect on and improve personal mentoring and/or leadership practice; identify, interpret and evaluate specific strategies for effective student leadership and mentoring by relating them to specific theories of student leadership and mentoring; and/or leadership strategies which focus on service and responsiveness; demonstrate the use of a range of approaches to reflect on and improve personal mentoring and/or leadership practice.

Class Contact: Thirty-six hours of meetings, workshops and reflection on practice across one semester or equivalent.


Assessment: Common Assessment Task 50%. The Common Assessment Task is a student leadership and mentoring exposition. This task involves construction of inquiry, research and documentation of practice in student leadership and/or mentoring with accompanying reflective annotations and commentary. The exposition/portfolio will require students to demonstrate understanding of their experiences in student leadership and mentoring, as both a mentor and mentee (2000 words equivalent). Evaluation of pedagogies 50%. An inquiry into a range of student leadership and mentoring strategies developed in preparation for and trialled during their practice (1000 words or equivalent). Student leadership and mentoring report (Ungraded). Report of satisfactory engagement in at least 50 hours of student leadership and/or mentoring endorsed by a member of the staff of the University and if conducted externally, by a member of the relevant professional group or community organisation.

AEX5001 YOUNG PEOPLE AND SOCIAL POLICY

Locations: Footscray Park.

Prerequisites:

Description: The unit aims to analyse social policy that impacts on young people and the process of its formation and implementation. It will focus on policy as a context and limitation to professional practice. A detailed analysis of a specific area of youth policy will be undertaken. Topics to be covered include the following:A framework for the critical analysis of social policy; Driving concepts: citizenship, control, economic rationalism, rights, problem solving and development; Youth as marginalised: the underclass; International influences: UN conventions, the Commonwealth Youth Programme; Structures and agencies of policy development and implementation, government, industry and non-government; Contexts of policy: employment and training, housing, health, corrections, income support, care and protection, refugees and indigenous Australians and community and recreation; and International comparisons.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Employ a framework for the critical analysis of social policy; Demonstrate knowledge and understanding of youth policy in Australia, and/or their own country; Critically analyse international trends and issues related to youth policy; and Understand the implications of policy for professional youth work practice.

Class Contact: Lecture Workshops and syndicate study groups Project work

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

AEYS002 PROFESSIONAL PRACTICE FOR YOUTH DEVELOPMENT

Locations: Footscray Park.

Prerequisites:

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 Practise 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 student’s practice with young people, 60%. Total effective word limit 5000 words

AEYS003 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 recognize attitudinal and motivational factors in learning evaluate personal learning.

Class Contact: Class hours will consist of a combination of lectures, workshops and group discussions.


Assessment: Assignment, One written assignment on a specific issue of experiential and applied learning, 60%. Presentation, Oral presentation to peers on a chosen area or issue of experiential learning, 40%. Total effective word limit 8000 words
SCHOOL OF SPORT AND EXERCISE SCIENCE

Below are details of courses offered by the School of Sport and Exercise Science in 2011. This information is also available online on the University’s searchable courses database at www.vu.edu.au/courses.

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

SCHOOL OF SPORT AND EXERCISE SCIENCE

BACHELOR OF EXERCISE SCIENCE AND HUMAN MOVEMENT/ BACHELOR OF PSYCHOLOGICAL STUDIES (I)

Course Code: ABHP

Campus: Footscray Park.

Course Objectives: The objectives of the course are to: develop the biological and social scientific knowledge and professional skills that underpin practice in exercise and sport science, health and rehabilitation, and biomedical sciences; foster independent and collaborative learners who can communicate well in professional settings; develop cultural competence, that is, the ability to work effectively in socially and culturally diverse communities and settings; prepare graduates for entry into studies which satisfy the academic requirements for professional accreditation with the Victorian Psychologists’ Registration Board.

Course Duration: 4 years

Admission Requirements: To qualify for admission to the course, applicants must have successfully completed the Victorian Certificate of Education (VCE), or equivalent, with a pass in Units 3 and 4 and a study score of 20 in English. Applicants who do not meet the normal entry requirements, but who possess appropriate educational qualifications, work or life experience, which would enable them to successfully undertake the course, will be considered for admission.

Course Structure

Students must complete 32 units as per the course structure

UNITS OF STUDY - EXERCISE SCIENCE AND HUMAN MOVEMENT

AHE1101 STRUCTURAL KINESIOLOGY
AHE1102 CAREER AND PROFESSIONAL DEVELOPMENT 1
AHE1202 BIOMECHANICS
AHE2112 HISTORY OF SPORT
RBM1174 HUMAN PHYSIOLOGY
AHE2127 MOTOR LEARNING
AHE1206 SPORT PSYCHOLOGY
AHE2104 EXERCISE PHYSIOLOGY
AHE1203 SOCIAL DIMENSIONS OF SPORT AND EXERCISE
AHE2100 EXERCISE PSYCHOLOGY
AHE2213 CAREER AND PROFESSIONAL DEVELOPMENT 2
AHE3112 CAREER AND PROFESSIONAL DEVELOPMENT 3
AHE2214 SPORT AND FITNESS DELIVERY SYSTEMS
AHE3200 PROFESSIONAL ETHICS

PLUS two Sport and Exercise Science Electives

UNITS OF STUDY FOR BACHELOR OF PSYCHOLOGY

APP1012 PSYCHOLOGY 1A
APP1013 PSYCHOLOGY 1B
APP2013 PSYCHOLOGY 2A

APP2014 PSYCHOLOGY 2B
APP2101 INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY
APP3035 RESEARCH METHODS IN PSYCHOLOGY
APP3036 HISTORY AND THEORIES IN PSYCHOLOGY
APP3037 CLINICAL ASPECTS OF PSYCHOLOGY

PLUS two Psychology Electives

Plus six electives from the general Bachelor of Arts

PSYCHOLOGY ELECTIVE UNIT OPTIONS

APP3015 COUNSELLING THEORY AND PRACTICE
APP3016 GROUP BEHAVIOUR
APP3018 ORGANISATIONS AND WORK
APP3019 PSYCHOBIOLOGY
APP3020 PSYCHOANALYSIS
APP3021 PSYCHOLOGY OF ADJUSTMENT
APP3025 PSYCHOLOGICAL ASSESSMENT
APP3026 COGNITIVE PSYCHOLOGY
APP3028 FIELDWORK

BACHELOR OF EXERCISE SCIENCE & HUMAN MOVEMENT/ BACHELOR OF SPORT & RECREATION MANAGEMENT (I)

Course Code: ABHR

Campus: Footscray Park.

Course Objectives: The objectives of the course are to produce graduates with: a sound knowledge of the structure and practices of the Australian sports industry; an understanding and appreciation of human movement as it is influenced by a variety of political, social, economic, cultural, biological and technological factors; a range of vocational skills that can be used to manage a variety of sport organisations and meet the needs of members, players, staff sponsors and other significant stakeholders; specific skills that will lead to employment in the fields of exercise science and human movement, such as sport science, sport psychology, sport coaching and the fitness industry; an ability to work independently, ethically and professionally in sporting clubs, state and national sporting bodies, leisure centres, sport stadium and major events facilities, community service organisations and sport management consultancies; and, an ability to adapt to the changing needs of industry, commerce and community, as well as the ability to take a leadership roles in promoting institutional and social change with social justice initiatives.

Course Duration: 4 years

Admission Requirements: 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
## Bachelor of Sport & Recreation Management/Bachelor of Business - Event Management (I)

Course Code: ABRE

**Campus:** Footscray Park.

### Course Objectives:
- The objectives of the course are to produce graduates with:
  - A range of skills that can be used to manage a variety of sport and recreation organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders with a developed understanding of how to apply these skills for event management.
  - Skills in event management that can be applied in a diversity of service delivery settings, especially the sport and recreation industry;
  - An ability to work independently, ethically and professionally in sporting clubs, state and national sporting and recreation agencies, leisure centres, sport stadium and major events facilities, community service organisations and sport management consultancies;
  - An ability to adapt to the changing needs of the sport and recreation industry, commerce and community, as well as the ability to take a leadership role in promoting institutional and social change with social justice initiatives; an understanding and appreciation of the nature, role and significance of sport and recreation for individuals and social groups in its differing social, political and economic contexts;
  - An understanding and appreciation of the nature, role and significance of sport and recreation for individuals and social groups in its differing social, political and economic contexts;
  - A practical understanding of the ongoing and project tasks and problems associated with leading and facilitating sport and recreation opportunities and managing events;
  - And an understanding of, and commitment to, the benefits of quality sport and recreation and to the professional standards required in the provision of sport and recreational services.

### Course Duration:
- 4 years

### Admission Requirements:
- **Prerequisites:** Units 3 and 4 - a study score of at least 20 in English (any). Selection made. CY12: ENTER and two stage process with a middle-band of approximately 20%. NONY12: Academic record, possible interview if required.

### Course Structure

- **Year 1, Semester 1**
  - AHS1200 - Sport and Recreation Management
  - AHS1111 - Sport, Leisure and Society
  - AHS1100 - Introduction to Sport and Recreation
  - BFP1001 - Professional Development 1

- **Year 1, Semester 2**
  - AHS7045 - Sport and the Media
  - BAO1101 - Accounting for Decision Making
  - BCO1102 - Information Systems for Business

- **Year 2, Semester 1**
  - AHS1207 - Sport and Recreation Career Development 1
  - BHO2432 - Introduction to Events
  - BM1102 - Management and Organisation Behaviour

- **Year 2, Semester 2**
  - AHS7005 - Legal Issues in Sport and Recreation
  - BHE1101 - Social Analysis
  - BHE1103 - Philosophy of Exercise Science and Human Movement

- **Year 3, Semester 1**
  - AHE1100 - Introduction to Sport and Recreation
  - AHE1101 - Structural Kinesiology
  - AHE1103 - Philosophy of Exercise Science and Human Movement

- **Year 3, Semester 2**
  - AHE1206 - Sport Psychology
  - AHE2107 - Sport and Social Analysis

- **Year 4, Semester 1**
  - AHE2104 - Exercise Physiology
  - AHE2100 - Exercise Psychology
  - AHE3112 - Career and Professional Development 3

- **Year 4, Semester 2**
  - AHE3200 - Professional Ethics
  - AHE3111 - Sport and Social Analysis

- **Year 5, Semester 1**
  - AHE3110 - Introduction to Sport and Recreation
  - AHE3102 - Information Systems for Business
  - BHE1101 - Social Analysis

- **Year 5, Semester 2**
  - AHE3100 - Introduction to Sport and Recreation
  - AHE3102 - Information Systems for Business
  - BHE1101 - Social Analysis

- **Year 6, Semester 1**
  - AHE3102 - Information Systems for Business
  - AHE3104 - Exercise Physiology
  - AHE3112 - Career and Professional Development 3

- **Year 6, Semester 2**
  - AHE3100 - Introduction to Sport and Recreation
  - AHE3102 - Information Systems for Business
  - AHE3112 - Career and Professional Development 3

- **Year 7, Semester 1**
  - AHE3104 - Exercise Physiology
  - AHE3107 - Sport, Leisure and Society

- **Year 7, Semester 2**
  - AHE3100 - Introduction to Sport and Recreation
  - AHE3102 - Information Systems for Business

- **Year 8, Semester 1**
  - AHE3104 - Exercise Physiology
  - AHE3107 - Sport, Leisure and Society

- **Year 8, Semester 2**
  - AHE3100 - Introduction to Sport and Recreation
  - AHE3102 - Information Systems for Business

- **Year 9, Semester 1**
  - AHE3104 - Exercise Physiology
  - AHE3107 - Sport, Leisure and Society

- **Year 9, Semester 2**
  - AHE3100 - Introduction to Sport and Recreation
  - AHE3102 - Information Systems for Business

- **Year 10, Semester 1**
  - AHE3104 - Exercise Physiology
  - AHE3107 - Sport, Leisure and Society

- **Year 10, Semester 2**
  - AHE3100 - Introduction to Sport and Recreation
  - AHE3102 - Information Systems for Business

- **Year 11, Semester 1**
  - AHE3104 - Exercise Physiology
  - AHE3107 - Sport, Leisure and Society

- **Year 11, Semester 2**
  - AHE3100 - Introduction to Sport and Recreation
  - AHE3102 - Information Systems for Business

- **Year 12, Semester 1**
  - AHE3104 - Exercise Physiology
  - AHE3107 - Sport, Leisure and Society

- **Year 12, Semester 2**
  - AHE3100 - Introduction to Sport and Recreation
  - AHE3102 - Information Systems for Business

- **Year 13, Semester 1**
  - AHE3104 - Exercise Physiology
  - AHE3107 - Sport, Leisure and Society

- **Year 13, Semester 2**
  - AHE3100 - Introduction to Sport and Recreation
  - AHE3102 - Information Systems for Business

- **Year 14, Semester 1**
  - AHE3104 - Exercise Physiology
  - AHE3107 - Sport, Leisure and Society

- **Year 14, Semester 2**
  - AHE3100 - Introduction to Sport and Recreation
  - AHE3102 - Information Systems for Business

- **Year 15, Semester 1**
  - AHE3104 - Exercise Physiology
  - AHE3107 - Sport, Leisure and Society

- **Year 15, Semester 2**
  - AHE3100 - Introduction to Sport and Recreation
  - AHE3102 - Information Systems for Business

- **Year 16, Semester 1**
  - AHE3104 - Exercise Physiology
  - AHE3107 - Sport, Leisure and Society

- **Year 16, Semester 2**
  - AHE3100 - Introduction to Sport and Recreation
  - AHE3102 - Information Systems for Business

- **Year 17, Semester 1**
  - AHE3104 - Exercise Physiology
  - AHE3107 - Sport, Leisure and Society

- **Year 17, Semester 2**
  - AHE3100 - Introduction to Sport and Recreation
  - AHE3102 - Information Systems for Business

- **Year 18, Semester 1**
  - AHE3104 - Exercise Physiology
  - AHE3107 - Sport, Leisure and Society

- **Year 18, Semester 2**
  - AHE3100 - Introduction to Sport and Recreation
  - AHE3102 - Information Systems for Business
BACHELOR OF SPORT AND RECREATION MANAGEMENT/ BACHELOR OF BUSINESS MARKETING (I)

Course Code: ABRK

Campus: Footscray Park.

Course Objectives: The objectives of the course are to produce graduates with: a sound knowledge of the structure and practices of the Australian sport and recreation industry; a range of vocational skills that can be used to manage and market a variety of sport and recreation organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders; skills in marketing that can be applied in a diversity of service delivery settings, especially the sport and recreation industry; an ability to work independently, ethically and professionally in sporting clubs, state and national sporting and recreation agencies, leisure centres, sport stadium and major events facilities, community service organisations and sport management consultancies; and an ability to adapt to the changing needs of the sport and recreation industry, commerce and community, as well as the ability to take a leadership role in promoting institutional and social change with social justice initiatives.

Course Duration: 4 years

Admission Requirements: 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.
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

BACHELOR OF SPORT AND RECREATION MANAGEMENT/ 
BACHELOR OF BUSINESS MANAGEMENT (I) 
Course Code: ABRM

Campus: Footscray Park.

Course Objectives: The objectives of the course are to produce graduates with: a sound knowledge of the structure and practices of the Australian sport and recreation industry; a range of vocational skills that can be used to manage a variety of sport and recreation organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders; skills in generic business management that can be applied in a diversity of service delivery settings; an ability to work independently, ethically and professionally in sporting clubs, state and national sporting and recreation agencies, leisure centres, sport stadium and major events facilities, community service organisations and sport management consultancies; and an ability to adapt to the changing needs of the sport and recreation industry, commerce and community, as well as the ability to take a leadership role in promoting institutional and social change with social justice initiatives.

Course Duration: 4 years

Admission Requirements: Prerequisites: Units 3 and 4 - a study score of at least 20 in English (any). Selection mode: CYT2: ENTER and two stage process with a middle-band of approximately 20%. NONT12: 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
AHS1111  SPORT HISTORY AND CULTURE
AHS1100  INTRODUCTION TO SPORT AND RECREATION
BFP1001  PROFESSIONAL DEVELOPMENT 1
BMO1012  MANAGEMENT AND ORGANISATION BEHAVIOUR

Year 1, Semester 2
AHS7045  SPORT AND THE MEDIA
BAO1101  ACCOUNTING FOR DECISION MAKING
BCO1102  INFORMATION SYSTEMS FOR BUSINESS
BHO1171  INTRODUCTION TO MARKETING

Year 2, Semester 1
AHS1200  SPORT AND RECREATION MANAGEMENT
AHS1207  SPORT AND RECREATION CAREER DEVELOPMENT 1
BEO1105  ECONOMIC PRINCIPLES
BLO1105  BUSINESS LAW

Year 2, Semester 2
AHS1107  SPORT, LEISURE AND SOCIETY
AHS2111  SPORT SPONSORSHIP
AHS2300  EVENT MANAGEMENT IN SPORT AND RECREATION
Plus one of the following two units
BMO3220  HUMAN RESOURCE MANAGEMENT
BMO2181  OPERATIONS MANAGEMENT

Year 3, Semester 1
AHS3114  SPORT AND RECREATION FACILITY MANAGEMENT
BFP2001  PROFESSIONAL DEVELOPMENT 2
Plus one of the following two units
BMO3476  TRAINING AND DEVELOPMENT
BMO3320  INTERPERSONAL AND ORGANISATIONAL NEGOTIATION

Year 3, Semester 2
AHS3113  ETHICS AND SOCIAL POLICY IN SPORT
Plus one of the following two units
BMO3420  HUMAN RESOURCE INFORMATION SYSTEMS
BMO2354  CONFERENCES AND MEETINGS MANAGEMENT

Year 4, Semester 1
AHS3505  SPORT RECREATION AND SUSTAINABILITY
BEO1106  BUSINESS STATISTICS
Plus one of the following two units
BIO2207  EMPLOYMENT LAW
BM03421  MANAGING THE SERVICE ORGANISATION

Year 4, Semester 2
AHS3600  SPORT AND RECREATION CAREER DEVELOPMENT
AHS7058  SPORT INDUSTRY DEVELOPMENT PROGRAM
Plus one of the following two units:
BM03325  HUMAN RESOURCES MANAGEMENT EVALUATION
BM03327  ORGANISATIONAL CHANGE AND DEVELOPMENT

BACHELOR OF SPORT AND RECREATION MANAGEMENT (I) 
Course Code: ABSR

Campus: Footscray Park.

Course Objectives: The objectives, to be achieved through self-engagement in learning, include: an understanding and appreciation of the nature, role and significance of sport and recreation for individuals and social groups in its differing social, political and economic contexts; generic understandings and skills that enable professional effectiveness in sport and 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 sport and 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, stadia 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); understanding and application of management skills (planning, human resource management, marketing, financial control, performance evaluation) to sport
and recreation services; an understanding of leadership functions and the possession of a range of leadership skills that can be applied in sport and recreation delivery and facilitation; a practical understanding of the ongoing and project tasks and problems associated with leading and facilitating sport and recreational opportunities and managing sport and recreational organisations; and an understanding of, and commitment to, the benefits of quality sport and recreation and to the professional standards required in the provision of sport and recreational services. To achieve these objectives and produce ‘job ready’ graduates appropriate work integrated learning experiences and associated assessment will be incorporated in new and existing units of study.

**Course Duration:** 3 years

**Admission Requirements:**

**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

#### 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
- Plus Sport elective 1 12

**Year 1 Semester 2**
- AHS1107 SPORT, LEISURE AND SOCIETY 12
- AHS2301 SPORT AND RECREATION SERVICES MARKETING 12
- AHS3500 SPORT AND RECREATION FINANCIAL MANAGEMENT 12
- AHS7045 SPORT AND THE MEDIA 12

**Year 2 Semester 1**
- AHS1207 SPORT AND RECREATION CAREER DEVELOPMENT 1 12
- AHS2400 HUMAN RESOURCES IN SPORT AND RECREATION 12
- AHS2405 RESEARCH AND EVALUATION IN SPORT AND RECREATION 12
- Plus Sport elective 2 12

**Year 2 Semester 2**
- AHS2300 EVENT MANAGEMENT IN SPORT AND RECREATION 12
- AHS3503 LEGAL ISSUES IN SPORT AND RECREATION 12
- AHS2111 SPORT SPONSORSHIP 12
- Plus Sport elective 3 12

**Year 3 Semester 1**
- AHS3114 SPORT AND RECREATION FACILITY MANAGEMENT 12
- AHS3505 SPORT RECREATION AND SUSTAINABILITY 12
- Plus Sport elective 4 12
- Plus Sport elective 5 12

**Year 3 Semester 2**
- AHS3113 ETHICS AND SOCIAL POLICY IN SPORT 12
- AHS3600 SPORT AND RECREATION CAREER DEVELOPMENT 12
- AHS7058 SPORT INDUSTRY DEVELOPMENT PROGRAM 12
- Plus Sport elective 6 12

#### Outdoor Recreation Stream
**Year 1 Semester 1**
- AHS0141 BUSHWALKING LEADERSHIP 12
- AHS2300 EVENT MANAGEMENT IN SPORT AND RECREATION 12
- AHS3503 LEGAL ISSUES IN SPORT AND RECREATION 12
- Plus Sport elective 1 12

**Year 2 Semester 1**
- AHS1015 ENVIRONMENTAL INQUIRY 12
- AHS1207 SPORT AND RECREATION CAREER DEVELOPMENT 1 12
- Plus Sport elective 2 12

**Year 2 Semester 2**
- AHS1016 LEADERSHIP IN THE OUTDOORS 12
- AHS2300 EVENT MANAGEMENT IN SPORT AND RECREATION 12
- AHS3503 LEGAL ISSUES IN SPORT AND RECREATION 12
- Plus Sport elective 3 12

**Year 3 Semester 1**
- AHS3114 CONTEMPORARY OUTDOOR RECREATION ISSUES AND TRENDS 12
- AHS3505 SPORT RECREATION AND SUSTAINABILITY 12
- Plus Sport elective 4 12

**Year 3 Semester 2**
- AHS1019 OUTDOOR AND ENVIRONMENTAL PHILOSOPHY 12
- AHS3600 SPORT AND RECREATION CAREER DEVELOPMENT 12
- Plus Sport elective 5 12

#### Recreation Management Stream
**Year 1 Semester 1**
- AHS1019 OUTDOOR AND ENVIRONMENTAL PHILOSOPHY 12
- AHS3114 CONTEMPORARY OUTDOOR RECREATION ISSUES AND TRENDS 12
- AHS3505 SPORT RECREATION AND SUSTAINABILITY 12
- Plus Sport elective 4 12

**Suggested electives:**
- AHS1106 RECREATION ACTIVITY LEADERSHIP 12
- AHX0010 OLYMPIC STUDIES 12
- AHS1202 RECREATION PROGRAMMING 12
- Sunbury Campus option:
  - AHS0114 FOOTBALL STUDIES 12

Elective options for Sport Management students

Sport Management major students need to choose one elective unit as part of their enrolment in the first semester of their course. Students need to add one elective to their enrolment for semester 1. Although electives can be any unit that a student wants to choose, the following electives have been designed to fit in your timetable.

**Suggested electives:**
- AHS1106 RECREATION ACTIVITY LEADERSHIP 12
- AHX0010 OLYMPIC STUDIES 12
- AHS1202 RECREATION PROGRAMMING 12
- Sunbury Campus option:
  - AHS0114 FOOTBALL STUDIES 12

Outdoor Recreation Stream

**Year 1 Semester 1**
- AHS0141 BUSHWALKING LEADERSHIP 12
- AHS1012 THEORIES OF OUTDOOR EDUCATION 12
- AHS1100 INTRODUCTION TO OUTDOOR EDUCATION 12
- AHS1200 SPORT AND RECREATION MANAGEMENT 12
- Plus Sport elective 1 12

**Year 1 Semester 2**
- AHS0249 THEORY AND PRACTICE OF ADVENTURE PROGRAMMING 12
- AHS1013 OUTDOOR SAFETY SKILLS 12
- AHS1107 SPORT, LEISURE AND SOCIETY 12
- AHS3500 SPORT AND RECREATION FINANCIAL MANAGEMENT 12
- Plus Sport elective 2 12

**Year 2 Semester 1**
- AHS1015 ENVIRONMENTAL INQUIRY 12
- AHS1207 SPORT AND RECREATION CAREER DEVELOPMENT 1 12
- Plus Sport elective 3 12

**Year 2 Semester 2**
- AHS1016 LEADERSHIP IN THE OUTDOORS 12
- AHS2300 EVENT MANAGEMENT IN SPORT AND RECREATION 12
- AHS3503 LEGAL ISSUES IN SPORT AND RECREATION 12
- Plus Sport elective 4 12

**Year 3 Semester 1**
- AHS3114 CONTEMPORARY OUTDOOR RECREATION ISSUES AND TRENDS 12
- AHS3505 SPORT RECREATION AND SUSTAINABILITY 12
- Plus Sport elective 5 12

**Year 3 Semester 2**
- AHS1019 OUTDOOR AND ENVIRONMENTAL PHILOSOPHY 12
- AHS3600 SPORT AND RECREATION CAREER DEVELOPMENT 12
- Plus Sport elective 6 12

Recreation Management Stream

**Year 1 Semester 1**
- AHS1019 OUTDOOR AND ENVIRONMENTAL PHILOSOPHY 12
- AHS3114 CONTEMPORARY OUTDOOR RECREATION ISSUES AND TRENDS 12
- AHS3505 SPORT RECREATION AND SUSTAINABILITY 12
- Plus Sport elective 4 12
### GRADUATE DIPLOMA IN CLINICAL EXERCISE PRACTICE

**Course Code:** AGCE  
**Campus:** Footscray Park.  

**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 AAESS-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.  

**Course Duration:** 1 year  

**Admission Requirements:**  

**Course Structure**  

Please note that this course is being reviewed in 2011. Once the review is complete the course structure will be updated. The course will comprise 96 credit points.

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>AHH5113</td>
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<td>AHH5160</td>
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The unit of study AHH5160 consists of eight hours of classwork and 70 hours of fieldwork per semester.
DOCTOR OF PHILOSOPHY (I)
Course Code: APHS
Campus: Footscray Park, City Flinders.

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.

Course Duration: 4 years

Admission Requirements: To qualify for admission to the Doctor of Philosophy applicants must have a Master degree by research, or Master degree by coursework (with minor dissertation), or four-year undergraduate degree with honours at first class (H1) or upper second class (H2A) level. Applicants who do not meet the normal admission requirements may be admitted upon demonstration of exceptional background and experience. Initial contact should be made with the Faculty Postgraduate Studies Coordinator to clarify their proposed area of research. Applicants will need to discuss availability of suitable supervision for their program and any facilities or support they will require.

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

Coursework may be required of candidates to further enhance the knowledge of a specific topic relevant to the field of study. Such coursework could run concurrent to the research. In fact, all students undertaking research in the area of exercise physiology will be required to successfully complete the unit Laboratory Skills for Exercise Physiology. As well, all students are required to undertake, and successfully complete, an appropriate research design unit of study normally in the first semester of study. Students are required to conduct independent study, producing a thesis, with supervision from two academic staff members directly linked with the student.

BACHELOR OF EXERCISE SCIENCE AND HUMAN MOVEMENT (I)
Course Code: HBEH
Campus: Footscray Park.

Course Objectives: The aims of the Bachelor of Exercise Science and Human Movement course are to: develop the biological and social scientific knowledge and professional skills that underpin practice in exercise and sport science; foster independent and collaborative learners who can communicate well in professional settings; develop cultural competence, that is, the ability to work effectively in socially and culturally diverse communities and settings; provide an opportunity through a structured Clinical Exercise and Sport Science stream to specialise and gain (Australian Association for Exercise and Sports Science) accreditation as an Exercise Scientist to provide exercise interventions for apparently healthy populations, including high performance and recreational athletes; provide an opportunity through a structured Clinical Exercise and Sport Science stream to specialise and gain (Australian Association for Exercise and Sports Science) accreditation as a Clinical Exercise Practitioner to provide exercise interventions for people living with, or at risk of, chronic disease, injuries, or disabilities; provide an opportunity through the more general Human Movement stream to tailor the course to suit professional and personal interests in exercise and sport, but in areas of that do not require professional accreditation.
Course Duration: 3 years

Admission Requirements: To qualify for admission to the course an applicant must have successfully completed the Victorian Certificate of Education (VCE), or equivalent, with a pass in Units 3 and 4 English. Applicants who do not meet the normal entry requirements, but who possess appropriate educational qualifications, work or life experience, which would enable them to successfully undertake the course, will be considered for admission.

Course Structure
The Bachelor of Exercise Science and Human Movement is a course designed to prepare graduates for careers in fields such as exercise and sport science, community fitness and health, coaching, sport policy, as well as in research. The course offers three streams: a specialist stream in Clinical Exercise Science and in Exercise and fitness and health, coaching, sport policy, as well as in research. The course offers preparation graduates for careers in fields such as exercise and sport science, community fitness and health, coaching, sport policy, as well as in research.

Course Objectives:
To develop and improve the golf playing skills and knowledge of students aspiring to play the game of golf professionally. To produce knowledgeable and highly skilled teachers and coaches for the development of the game of golf.

Admission Requirements:
- VCE (or equivalent qualification), plus demonstrated involvement in and understanding of the game of golf. ENTER score, golf handicap, interview, current involvement and interest in golf and other relevant qualifications (such as a Level 1 coaching course).

Course Structure
The course consists of two years’ (four semesters) full-time study to complete the Diploma of Sport (Coaching) component. An additional one year (three semesters) of full-time study must also be completed to obtain the Bachelor of Applied Science - Sport Science (Golf) degree: First Year - Certificate IV in Sport and Recreation; Second Year - Diploma of Sport (Coaching); Third Year - Bachelor of Applied Science - Sport Science (Golf).
### Course Structure

#### Semester 1
- **AHG3100** PHYSIOLOGICAL BASES OF GOLF PERFORMANCE 12
- **AHG3101** APPLIED PSYCHOLOGY OF GOLF 12
- **AHG3102** KINESIOLOGY OF GOLF 12
- **AHG3103** GOLF PRACTICUM AND TOURNAMENT PREPARATION 1 12

#### Semester 4 (Winter Semester)
- **AHG3200** GOLF BIOMECHANICS 16
- **AHG3201** TECHNOLOGY AND GOLF 16
- **AHG3202** GOLF PRACTICUM AND TOURNAMENT PREPARATION II 16

### Admissions Requirements

Both Australian and international students to take part in the Golf Program. Read on to find out what you need to do to apply.

#### Australian Students

Successful completion of an Australian Year 12 (or equivalent qualification), plus demonstrated involvement in and understanding of the game of golf.

Entry into the course will be based on ENTER score, golf handicap, interview, current involvement and interest in golf and other relevant qualifications (such as Level 1 coaching course).

Applicants who do not fulfil the above requirements may be admitted upon submission of evidence that demonstrates appropriate professional and/or vocational experience.

#### International Students

International students need to obtain a student visa and meet all international student requirements including full-time status. International students must also meet English-language requirements. Victoria University has student accommodation available, or can provide assistance in finding other accommodation.

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### BACHELOR OF ARTS (SPORT ADMINISTRATION)/BACHELOR OF BUSINESS (MARKETING)

**Course Code:** HBKS

**Campus:** Footscray Park.

This course is for Continuing students only.

**Course Objectives:** The aim of the course is twofold. The first aim is to provide students with both a sound knowledge and critical appreciation of the structure and practices of the Australian sports and events industry. The second aim is to provide students with a broad range of business and sport-related vocational skills which can be used to assist the development of organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders.

**Course Duration:** 4 years

**Admission Requirements:** To qualify for admission to the course applicants must have completed the Victorian Certificate of Education (VCE), or equivalent, including Units 3 and 4 in English. Applicants who do not meet the normal admission requirements but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission.
BACHELOR OF RECREATION MANAGEMENT

Course Code: HBML

Campus: Footscray Park.

This course is for Continuing students only.

Course Objectives: This course aims to produce competent recreation professionals who have practical recreation management and leadership skills and thus can be employed in a variety of positions in various sectors of the recreation industry; develop underlying understandings and commitment that will enhance their contribution to the recreation industry and the community; produce graduates who will promote lifelong recreation participation for all sections of the community.

Course Duration: 3 years

Admission Requirements: To qualify for admission to the course, applicants must have successfully completed the Victorian Certificate of Education (VCE) with a pass in Units 3 & 4 English. Applicants who do not meet these criteria may be eligible to apply under the Alternative Category Entry Scheme.

Course Structure

Year 1

AHRI0101 INTRODUCTION TO RECREATION 12
AHRI0106 RECREATION ACTIVITY LEADERSHIP 12
AHRI2011 RECREATION MANAGEMENT 12
AHRI2023 COMPUTERS IN RECREATION 12
AHRI1002 SOCIETY AND LEISURE 12
AHRI1202 RECREATION PROGRAMMING 12
AHRI1204 DISABILITY AWARENESS AND RECREATION 12
AHRI1205 RECREATION CAREER DEVELOPMENT 1 12

Year 2

AHRI2402 HUMAN RESOURCE MANAGEMENT IN RECREATION 12
AHRI2303 OUTDOOR RECREATION 12
AHRI2305 SOCIAL PSYCHOLOGY OF RECREATION 12
AHRI2401 RESEARCH AND EVALUATION IN RECREATION 12
AHRI2301 RECREATION SERVICES MARKETING 12
AHRI2404 RECREATION AND COMMUNITY DEVELOPMENT 12

Plus two electives

Year 3, Semester 1

AHRI3501 LEGAL ISSUES IN RECREATION 12
AHRI3502 RECREATION PLANNING AND POLICY 12
AHRI3504 RECREATION FINANCIAL MANAGEMENT 12

Plus elective

Year 3, Semester 2

AHRI3601 GRADUATING PROJECT 12
AHRI3602 RECREATION CAREER DEVELOPMENT 3 12
AHRI3604 RECREATION FACILITY MANAGEMENT 12

Plus elective

Recreation and Outdoor Activity Electives

All electives are offered unit to sufficient enrolments

AHRI2303 OUTDOOR RECREATION 12

AHRI2403 RECREATION FOR CHILDREN AND YOUTH 12
AHRI3503 LEISURE AND AGING 12
AHRI3603 LEISURE EDUCATION AND LEISURE COUNSELLING 12
AHRI0134 INCLUSIVE RECREATION STRATEGIES 12
AHRI0232 PARK MANAGEMENT 12
AHRI0141 BUSHWALKING LEADERSHIP 12
AHRI0144 THEORY AND APPLICATIONS OF ROCK CLIMBING 12
AHRI0145 THEORY AND APPLICATION OF SNORKELLING 12
AHRI0147 THEORY AND APPLICATION OF SAILING 12
AHRI0242 THEORY AND INSTRUCTION OF RIVER CRAFT 12
AHRI0243 EXPEDITION LEADERSHIP 12
AHRI0246 THEORY AND APPLICATION OF SKI TOURING 12
AHRI0248 THEORY AND APPLICATION OF MOUNTAIN BIKE LEADERSHIP 12
AHRI0249 THEORY AND PRACTICE OF ADVENTURE PROGRAMMING 12
AHRI0284 FIELD EXPERIENCE 12
AHRI0290 DIRECTED STUDY 12
AHRI0002 SOCIAL BASES OF HEALTH 12
AHRI0034 SPORT AND AUSTRALIAN SOCIETY 12

BACHELOR OF EXERCISE SCIENCE AND HUMAN MOVEMENT / BACHELOR OF PSYCHOLOGY

Course Code: HBMP

Campus: Footscray Park.

This course is for Continuing students only.

Course Objectives: The objectives of the course are to: develop the biological and social scientific knowledge and professional skills that underpin practice in exercise and sport science, health and rehabilitation, and biomedical sciences; foster independent and collaborative learners who can communicate well in professional settings; develop cultural competence, that is, the ability to work effectively in socially and culturally diverse communities and settings; prepare graduates for entry into studies which satisfy the academic requirements for professional accreditation with the Victorian Psychologists’ Registration Board.

Course Duration: 4 years

Admission Requirements: To qualify for admission to the course, applicants must have successfully completed the Victorian Certificate of Education (VCE), or equivalent, with a pass in Units 3 and 4 and a study score of 20 in English. Applicants who do not meet the normal entry requirements, but who possess appropriate educational qualifications, work or life experience, which would enable them to successfully undertake the course, will be considered for admission.

Course Structure

Students must complete 32 units as per the course structure

UNITs OF STUDY - EXERCISE SCIENCE AND HUMAN MOVEMENT

AHRI1101 STRUCTURAL KINESIOLOGY 12
AHRI1102 CAREER AND PROFESSIONAL DEVELOPMENT 1 12
AHRI1202 BIOMECHANICS 12
AHRI2112 HISTORY OF SPORT 12
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<td>RBM1174</td>
<td>HUMAN PHYSIOLOGY</td>
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<td>AHE1206</td>
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<td>SOCIAL DIMENSIONS OF SPORT AND EXERCISE</td>
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<td>SPORT AND FITNESS DELIVERY SYSTEMS</td>
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<td>AHE3200</td>
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<td></td>
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<td>APP2013</td>
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<td>APP2031</td>
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<td>APP2014</td>
<td>PSYCHOLOGY 2B</td>
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<td>APP3035</td>
<td>RESEARCH METHODS IN PSYCHOLOGY</td>
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<td>APP3036</td>
<td>HISTORY AND THEORIES IN PSYCHOLOGY</td>
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<td>APP3037</td>
<td>CLINICAL ASPECTS OF PSYCHOLOGY</td>
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<td>PLUS two Psychology Electives</td>
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<td>Plus six electives from the general Bachelor of</td>
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<td>APP3015</td>
<td>COUNSELLING THEORY AND PRACTICE</td>
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<td>APP3016</td>
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<td>APP3018</td>
<td>ORGANISATIONS AND WORK</td>
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**BACHELOR OF ARTS (SPORT ADMINISTRATION)/BACHELOR OF BUSINESS (MANAGEMENT)**

**Course Code:** HBMS

**Campus:** Footscray Park.

This course is for Continuing students only

**Course Objectives:** The aim of the course is twofold. The first is to provide students with both a sound knowledge and critical appreciation of the structure and practices of the Australian sports and events industry. The second is to provide students with a broad range of business and sport-related vocational skills, which can be used to assist the development of organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders.
### Bachelor of Applied Science - Physical Education (Secondary) (I)

**Course Code:** HBPY

**Campus:** Footscray Park.

**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.

**Course Duration:** 3 years

#### Admission Requirements:
To qualify for admission to the course, applicants must have successfully completed the Victorian Certificate of Education (VCE), or equivalent, with a pass in Units 3 and 4 and a score of at least 20 in English. Applicants who do not meet the normal entry requirements, but who possess appropriate educational qualifications, work or life experience, which would enable them to successfully undertake the course, will be considered for admission.

#### Course Structure

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**Units of study offered**

- Elective 5
- Elective 6
- Possible Semester 1 Elective
- AHE0029 | RESISTANCE TRAINING |
- Possible Semester 2 Elective
- AHE0007 | ADAPTED AQUATICS |
BACHELOR OF ARTS (SPORT ADMINISTRATION)/BACHELOR OF BUSINESS (EVENT MANAGEMENT)

Course Code: HBSE

Campus: Footscray Park.

This course is for Continuing students only

Course Objectives:

Course Duration: 4 years

Admission Requirements: To qualify for admission to the course applicants must have successfully completed the Victorian Certificate of Education (VCE) with a pass in Units 3 & 4 English with a study score of 20. Applicants who do not meet these criteria may be eligible to apply under the Alternative Category.

Course Structure

Year 1

AHS1111  SPORT HISTORY AND CULTURE  12
BHO2432  INTRODUCTION TO EVENTS  12
AHS1116  SPORT ADMINISTRATION FOUNDATIONS 1  12
BHO1171  INTRODUCTION TO MARKETING  12
BAO1101  ACCOUNTING FOR DECISION MAKING  12
AHS1218  SPORT ADMINISTRATION FOUNDATIONS 2  12
BCO1102  INFORMATION SYSTEMS FOR BUSINESS  12
AHS1221  SPORT CAREER DEVELOPMENT 1  12

Year 2

BMO1102  MANAGEMENT AND ORGANISATION BEHAVIOUR  12
AHS7045  SPORT AND THE MEDIA  12
BE0103  MICROECONOMIC PRINCIPLES  12
BE0106  BUSINESS STATISTICS  12
AHS2111  SPORT SPONSORSHIP  12
AHS1117  SPORT, POLITICS AND SOCIETY  12
AHS7058  SPORT INDUSTRY DEVELOPMENT PROGRAM  12
BHO3423  MEETINGS, CONVENTIONS AND EVENTS  12

Year 3, Semester 1

AHS3112  SPORT VENUE AND STADIUM ADMINISTRATION  12
BE0106  BUSINESS STATISTICS  12
BHO3473  HUMAN RELATIONS  12

Sport Elective 1  12

Year 3, Semester 2

BHO2256  TOURISM HOSPITALITY AND EVENTS MARKETING  12
BE01104  MACROECONOMIC PRINCIPLES  12
AHS3113  ETHICS AND SOCIAL POLICY IN SPORT  12

Sport Elective 2  12

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

Course Objectives: This course aims to produce graduates who have the following attributes: a sound knowledge of the structure and practices of the Australian sports industry; an understanding and appreciation of human movement as it is influenced by a variety of political, social, economic, cultural, biological and technological factors; a broad range of vocational skills that can be used to manage a variety of sport organisations and meet the needs of members, players, staff sponsors and other significant stakeholders; specific skills that will lead to employment in the fields of exercise science and human movement, such as sport science, sport psychology, sport coaching and the fitness industry; an ability to work independently, ethically and professionally in sporting clubs, state and national sporting bodies, leisure centres, sport stadiums and major events facilities, community service organisations and sport management consultancies; an ability to adapt to the changing needs of industry, commerce and community, as well as the ability to take a leadership role in promoting institutional and social change with social justice initiatives.

Course Duration: 4 years

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

Course Structure

Year 1

AHS1111  SPORT HISTORY AND CULTURE  12
AHS1114  SPORT FUNDING AND FINANCE  12
AHS1116  SPORT ADMINISTRATION FOUNDATIONS 1  12
AHS3002  LEGAL ISSUES IN SPORT  12
AHS1117  SPORT, POLITICS AND SOCIETY  12
AHS7058  SPORT INDUSTRY DEVELOPMENT PROGRAM  12
BHO3423  MEETINGS, CONVENTIONS AND EVENTS  12

Year 2

AHS3111  SPORT EVENT ADMINISTRATION  12
AHS3112  SPORT VENUE AND STADIUM ADMINISTRATION  12
AHS7045  SPORT AND THE MEDIA  12
AHS2111  SPORT SPONSORSHIP  12
AHS7058  SPORT INDUSTRY DEVELOPMENT PROGRAM  12

Plus three Sports electives

Year 3, Semester 1

AHE1101  STRUCTURAL KINESIOLOGY  12
AHE1206  SPORT PSYCHOLOGY  12
### Bachelor of Arts - Sport Administration

**Course Code:** HBSP  
**Campus:** Footscray Park.  
This course is for Continuing students only

<table>
<thead>
<tr>
<th>Year 1</th>
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<tbody>
<tr>
<td>AHS1111</td>
<td>SPORT HISTORY AND CULTURE</td>
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<tr>
<td>AHS1114</td>
<td>SPORT FUNDING AND FINANCE</td>
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<tr>
<td>AHS1116</td>
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<tr>
<td>AHS1218</td>
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<td>AHS1117</td>
<td>SPORT, POLITICS AND SOCIETY</td>
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<td>AHS1221</td>
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**Plus two electives**

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<td>AHS7045</td>
<td>SPORT AND THE MEDIA</td>
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<td>LEGAL ISSUES IN SPORT</td>
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<td>AHS2111</td>
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<td>AHS7058</td>
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**Plus four electives**

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<tr>
<td>AHT3100</td>
<td>PHYSIOLOGICAL BASES OF TENNIS PERFORMANCE</td>
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<tr>
<td>AHT3101</td>
<td>APPLIED PSYCHOLOGY OF TENNIS</td>
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<tr>
<td>AHT3102</td>
<td>KINESIOLOGY OF TENNIS</td>
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<tr>
<td>AHT3103</td>
<td>PERFORMANCE STUDIES (TENNIS)</td>
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</tbody>
</table>

**BACHELOR OF APPLIED SCIENCE SPORTS SCIENCE (TENNIS)**

**Course Code:** HBTS  
**Campus:** Footscray Park.  
This course is for Continuing students only

<table>
<thead>
<tr>
<th>Year 1</th>
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<tbody>
<tr>
<td>AHT3100</td>
<td>PHYSIOLOGICAL BASES OF TENNIS PERFORMANCE</td>
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<tr>
<td>AHT3101</td>
<td>APPLIED PSYCHOLOGY OF TENNIS</td>
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<tr>
<td>AHT3102</td>
<td>KINESIOLOGY OF TENNIS</td>
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<tr>
<td>AHT3103</td>
<td>PERFORMANCE STUDIES (TENNIS)</td>
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</table>

**Year 2**

<table>
<thead>
<tr>
<th>Semester 4 (Winter semester)</th>
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<tbody>
<tr>
<td>AHT3200</td>
<td>TENNIS BIOMECHANICS</td>
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<tr>
<td>AHT3201</td>
<td>MOTOR LEARNING AND SKILL DEVELOPMENT</td>
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</table>
AHX5071  TECHNOLOGY AND TENNIS  12
AHX5070  PERFORMANCE STUDIES (TENNIS) II  12
Semester 2
AHX5034  INJURY PREVENTION FOR TENNIS (SPORTS MEDICINE)  12
AHX5031  EXERCISE PRESCRIPTION AND TRAINING FOR TENNIS  12
AHX5032  COMMUNICATION AND TEACHING TECHNIQUES  12
AHX5033  PERFORMANCE STUDIES (TENNIS) III  12

GRADUATE DIPLOMA IN EXERCISE FOR REHABILITATION (I)
Course Code: HGXS
Campus: Footscray Park.

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.

Course Duration: 1 year

Admission Requirements: 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, or be a qualified physiotherapist, podiatrist or medical practitioner. 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.

Course Structure
Year 1, Semester 1
AHX5041  FUNCTIONAL ANATOMY  12
AHX5042  MUSCULOSKELETAL 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
AHX5018  EXERCISE PRESCRIPTION FOR MUSCULOSKELETAL AND NEUROLOGICAL CONDITIONS  8
AHX5017  CARDIORESPIRATORY AND METABOLIC PHYSIOLOGY FOR REHABILITATION  8
AHX5031  PHYSIOLOGICAL TESTING FOR REHABILITATION  12
AHX5034  EXERCISE PHYSIOLOGY IN THE WORKPLACE  8
AHX5070  EXERCISE FOR REHABILITATION FIELDWORK (FULL-TIME)  12
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 (I)
Course Code: HGXS
Campus: Footscray Park.

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 and work as exercise physiologists. Completion of this course alone will not satisfy criteria for exercise physiology accreditation with the Australian Association of Exercise and Sports Science (AAESS).

Course Duration: 1 year

Admission Requirements: 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 Movement with advanced standing.

The course is delivered over three evenings per week.

Semester 1
AHX5010  EXERCISE PHYSIOLOGY THEORY AND PRACTICE  12
AHX5012  MOTOR CONTROL AND SKILL IN EXERCISE  12
AHX5100  APPLIED PSYCHOLOGY OF SPORT AND REHABILITATION  12
AHX5140  EXERCISE PRESCRIPTION  12

Semester 2
AHX5014  BIOMECHANICS THEORY AND PRACTICE  12
AHX5120  NUTRITION AND DIET FOR PERFORMANCE  12
AHX5113  RESISTANCE TRAINING  12
AHX5160  EXERCISE AND SPORT SCIENCES FIELDWORK  12

Eight lecture hours in total plus 70 hours of fieldwork.

BACHELOR OF APPLIED SCIENCE (HONOURS) - HUMAN MOVEMENT (I)
Course Code: HHHM
Campus: Footscray Park.

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.

Course Duration: 1 year

Admission Requirements: 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 a satisfactory progress report at the end of the first year 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.

Semester 1
- AHR4431 HONOURS THESIS 48

Semester 2
- AHR4431 HONOURS THESIS 48

BACHELOR OF ARTS (HONOURS) - RECREATION MANAGEMENT
(I)
Course Code: HHRM

Campus: Footscray Park.

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: Students 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 year 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
  - AHR4432 HONOURS THESIS (PART-TIME) 24

- For a normal part-time load

  Semester 2
  - AHR4431 HONOURS THESIS (FULL-TIME) 48

  For a normal full-time load

  Year 2, Semester 1
  - AHS4031 HONOURS THESIS (FULL-TIME) 48
  - AHS4032 HONOURS THESIS (PART-TIME) 24
  - AHS0441 READING UNIT 24

  Year 2, Semester 2
  - AHS4031 HONOURS THESIS (FULL-TIME) 48
  - AHS4032 HONOURS THESIS (PART-TIME) 24
  - AHS0441 READING UNIT 24

  Full-time option

  Year 1, Semester 1
  - AHS4032 HONOURS THESIS (PART-TIME) 24
  - AHS0441 READING UNIT 24

  Year 1, Semester 2
  - AHS4032 HONOURS THESIS (PART-TIME) 24
  - AHS0441 READING UNIT 24

  Part-time option

  Year 1, Semester 1
  - AHS4032 HONOURS THESIS (PART-TIME) 24
  - AHS0441 READING UNIT 24

  Year 2, Semester 1
  - AHS4032 HONOURS THESIS (PART-TIME) 24
  - AHS0441 READING UNIT 24

  Year 2, Semester 2
  - AHS4032 HONOURS THESIS (PART-TIME) 24

  Full-time option

  Year 1, Semester 1
  - AHS4032 HONOURS THESIS (PART-TIME) 24
  - AHS0441 READING UNIT 24

  Year 1, Semester 2
  - AHS4032 HONOURS THESIS (PART-TIME) 24
  - AHS0441 READING UNIT 24

  Year 2, Semester 1
  - AHS4032 HONOURS THESIS (PART-TIME) 24
  - AHS0441 READING UNIT 24

  Year 2, Semester 2
  - AHS4032 HONOURS THESIS (PART-TIME) 24

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
(I)
Course Code: HHRSA

Campus: Footscray Park.

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.

Course Duration: 1 year

Admission Requirements: 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 year of study. Unsatisfactory Progress Students who receive an N grade for the Honours Thesis or the Reading Unit 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 Reading Unit and 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
- AHS4032 HONOURS THESIS (PART-TIME) 24
- AHS0441 READING UNIT 24
Year 1, Semester 2
- AHS4032 HONOURS THESIS (PART-TIME) 24
- AHS0441 READING UNIT 24
Year 2, Semester 1
- AHS4032 HONOURS THESIS (PART-TIME) 24
- AHS0441 READING UNIT 24
Year 2, Semester 2
- AHS4032 HONOURS THESIS (PART-TIME) 24

Part-time option
Year 1, Semester 1
- AHS4032 HONOURS THESIS (PART-TIME) 24
- AHS0441 READING UNIT 24
Year 1, Semester 2
- AHS4032 HONOURS THESIS (PART-TIME) 24
- AHS0441 READING UNIT 24
Year 2, Semester 1
- AHS4032 HONOURS THESIS (PART-TIME) 24
- AHS0441 READING UNIT 24
Year 2, Semester 2
- AHS4032 HONOURS THESIS (PART-TIME) 24
MASTER OF APPLIED SCIENCE (EXERCISE REHABILITATION) (I)
Course Code: HANER
Campus: Footscray Park.

Course Objectives: The course aims to: produce graduates with considerable knowledge and expertise in the application of exercise in the field of preventive medicine and rehabilitation; equip graduates with specific skills and competencies in the areas of cardiovascular, metabolic, respiratory, musculo-skeletal and neurological rehabilitation, which will assist in gaining accreditation with the Australian Association of Exercise and Sport Science (AAESS); provide graduates with extensive industry experience in the form of a 20-week internship; facilitate close and extended contact between students and potential employers.

Course Duration: 2 years

Admission Requirements: 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
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
AHX5018 EXERCISE PRESCRIPTION FOR MUSCULO-SKELETAL AND NEUROLOGICAL CONDITIONS 8
AHX5017 CARDIORESPIRATORY AND METABOLIC PHYSIOLOGY FOR REHABILITATION 8
AHX5031 PHYSIOLOGICAL TESTING FOR REHABILITATION 12
AHX5034 EXERCISE PHYSIOLOGY IN THE WORKPLACE 8
AHX5070 EXERCISE FOR REHABILITATION FIELDWORK (FULL-TIME) 12

Students can elect to undertake Exercise for Rehabilitation Fieldwork part-time (two semesters)

AHX5071 EXERCISE FOR REHABILITATION FIELDWORK (PART-TIME) 6

Master of Applied Science - Exercise Rehabilitation
Completion of year one above PLUS
Year 2 Semester 1

AHX6042 CASE MANAGEMENT 12
AHX5180 PSYCHOLOGY FOR REHABILITATION 12
RBMS610 CLINICAL NUTRITION 12
AHX5029 EXERCISE PRESCRIPTION FOR WORK 12

Year 2 Semester 2
AHX6045 EXERCISE THERAPY FOR NEUROLOGICAL & NEUROMUSCULAR DISORDERS 12
AHX6041 EXERCISE PRESCRIPTION FOR CARDIORESPIRATORY AND METABOLIC CONDITIONS 12
AHX6046 EXERCISE FOR REHABILITATION CLINICAL PRACTICE (FULL-TIME) 24

Students can elect to undertake Exercise for Rehabilitation Clinical Practice part-time (two semesters)

AHX6047 EXERCISE FOR REHABILITATION CLINICAL PRACTICE (PART-TIME) 12

MASTER OF APPLIED SCIENCE - HUMAN PERFORMANCE
Course Code: HAHHP
Campus: Footscray Park.

This course is for Continuing students only

Course Objectives: The aims of the course are to: extend the practical skills and knowledge learned in the Graduate Diploma in Exercise for Rehabilitation and in the Graduate Diploma in Exercise and Sport Sciences into the area of applied research; and produce graduates who are able to conduct, supervise and evaluate applied research relevant to exercise for rehabilitation or exercise and sport sciences.

Course Duration: 2 years

Admission Requirements: To qualify for admission to the Master of Applied Science, applicants would normally have satisfactorily completed an undergraduate degree or diploma as detailed in the Admission Requirements for the relevant Graduate Diploma, which will form the coursework component of the Masters program. Applicants must have attained a minimal average of Credits (C), or equivalent, throughout the course and/or Distinctions (D), or equivalent, in the final year, as approved by the School, and/or attained sufficient industrial and/or research expertise which, in the view of the School, warrants such entry; or satisfactorily completed either the Graduate Diploma in Exercise for Rehabilitation or the Graduate Diploma in Exercise and Sport Sciences, or an equivalent, and have attained a minimal average of Second Class Honours (H2A), or equivalent, as approved by the School.

Course Structure
The first year of study comprises either the Graduate Diploma in Exercise for Rehabilitation or the Graduate Diploma in Exercise and Sport Sciences. The second year of study completes the articulated sequence leading to the Master of Applied Science - Human Performance.

Year 1
Successful completion of the Graduate Diploma in Exercise for Rehabilitation OR
Successful completion of the Graduate Diploma in Exercise and Sport Sciences

Year 2
Master of Applied Science
Semester 1
AHQ0001 ADVANCED QUANTITATIVE RESEARCH METHODS 16
AHQ0001 ADVANCED QUANTITATIVE RESEARCH METHODS 16
AHX6020 DIRECTED STUDY 24

317
To progress to the research thesis phase, students must show satisfactory completion of a paper reviewing the literature, as judged by the supervisor, at the conclusion of the research design phase. Students who complete the first year of the course and do not wish to continue to the applied research stage may exit with the Graduate Diploma that they have completed.

**MASTER OF SPORT BUSINESS**

**Course Code:** HMB5

**Campus:** City Flinders.

This course is for Continuing students only

**Course Objectives:** The program aims to produce graduates with the professional skills, values, and knowledge necessary for successful employment as managers in the sport business industry. Specifically, graduates will develop: a sound, vocationally-based education that develops a range of professional skills, values, and knowledge to be applied in the sport industry; the competencies to lead sport organisations in the design and implementation of major policies, plans and projects; an understanding of, and an appreciation for, the nature, role and significance of sport in contemporary society; the capacity to service individual, community and industry needs and at the same time meet the highest ethical and professional standards.

**Course Duration:** 1.5 years

**Admission Requirements:** To qualify for admission to the course applicants must hold a degree in a relevant area. Applicants who do not meet the academic requirements but who can demonstrate substantial experience may be considered for selection. In addition to satisfying the admission requirements for Australian resident students or demonstrating equivalence, overseas students and students of non-English speaking backgrounds must provide evidence of proficiency in the English language. Graduate Diploma To qualify for admission to the course applicants must hold a degree in a relevant area. Applicants who do not meet the academic requirements but who can demonstrate substantial experience may be considered for selection. Master of Sport Business To qualify for admission to the course applicants must have successfully completed the Graduate Diploma in Sport Business or equivalent, as approved by the Course Coordinator.

**Course Structure**

The first two semesters comprise the Graduate Diploma in Sport Business (Exit point - HGBS) and the third semester completes the articulated sequence of study leading to the Master of Sport Business.

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<tr>
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<th>Course Title</th>
<th>Credit Points</th>
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<td>AHB5204</td>
<td>STRATEGIC SPORT MARKETING</td>
<td>12</td>
</tr>
<tr>
<td>AHB5306</td>
<td>SPORT CONSULTING AND TENDERS</td>
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<tr>
<td>AHB5308</td>
<td>SPORTS GOVERNANCE</td>
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<tr>
<td>AHB5310</td>
<td>SPORT POLICY AND PLANNING</td>
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<td>BLO5400</td>
<td>SPORT AND THE LAW</td>
<td>12</td>
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<td>AHB5202</td>
<td>SPORT EVENT MANAGEMENT</td>
<td>12</td>
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<td>AHB5302</td>
<td>SPORT BUSINESS PROJECT</td>
<td>24</td>
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<td>AHB5307</td>
<td>SPORT COMMUNITY PARTNERSHIPS</td>
<td>12</td>
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**DOCTOR OF PHILOSOPHY (RESEARCH)**

**Course Code:** HPCA

**Campus:** Footscray Park.

This course is for Continuing students only

**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.

**Course Duration:** 3 years

**Admission Requirements:** This is a Doctoral program by Research. Contact in the first instance should be made through the Student Advice Officer for Postgraduate studies in the Faculty of Arts, Education and Human Development or the particular school in which students may wish to do their Doctorate.

**DOCTOR OF PHILOSOPHY**

**Course Code:** HPPA

**Campus:** Footscray Park.

This course is for Continuing students only

**Course Objectives:**

**Course Duration:** 3 years

**Admission Requirements:** 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.

**DOCTOR OF PHILOSOPHY**

**Course Code:** HPPA

**Campus:** Footscray Park.

This course is for Continuing students only

**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: HPPL
Campus: Footscray Park.
This course is for Continuing students only
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.
Course Duration: 3 years
Admission Requirements: 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.

MAJOR OF ARTS (I)
Course Code: HRAI
Campus: Footscray Park.
Course Objectives: -
Course Duration: 2 years
Admission Requirements: 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
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.

MASSER OF APPLIED SCIENCE
Course Code: HREH
Campus: Footscray Park.
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.

Course Duration: 2 years
Admission Requirements: 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 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.
**GRADUATE CERTIFICATE IN LOSS AND GRIEF COUNSELLING**

**Course Code:** HGTC

**Campus:** Footscray Park.

This course is for Continuing students only

**Course Objectives:** The course aims to: have students understand a range of losses both normative and non-normative which accompany the lifespan; assist students to conceptualise loss and grief as it affects individuals according to gender, ethnic background and at varying stages of development through the examination of relevant theoretical frameworks and perspectives; have students demonstrate skill in working as a grief educator; introduce students to a range of counselling theories and interventions pertinent to the area of loss and grief; and have students critically examine selected theoretical models in relation to disasters or unexpected traumatic events and interventions.

**Course Admission Requirements:** To qualify for admission to the program applicants must hold a relevant undergraduate degree or a postgraduate tertiary qualification and have relevant experience in the field of loss and grief or an allied field. Applicants who do not meet the academic requirements but who can demonstrate adequate and/or substantial experience in the area of loss and grief education/counselling are encouraged to apply. Applicants in this category may be required to attend an interview. To ensure that students are adequately prepared to undertake the counselling studies within the Graduate Diploma in Loss and Grief Counselling, the following enrolment paths are prescribed: students with an established professional record in counselling will be permitted to enrol into both the Graduate Certificate in Loss and Grief Education and the Graduate Certificate in Loss and Grief Counselling on either a full-time or a part-time basis; and students who do not have an established professional record in counselling will normally be required to enrol in and satisfactorily complete the Graduate Certificate in Loss and Grief Education before consideration can be given for entry into the Graduate Certificate in Loss and Grief Counselling. Students will not normally be allowed entry directly into the Graduate Certificate in Loss and Grief Counselling.

**Course Structure**

Graduate Certificate Each Graduate Certificate is offered over one semester on a full-time basis or part-time equivalent. Graduate Diploma The course is offered over two semesters on a full-time basis or part-time equivalent.

The program comprises two discrete but sequentially related Graduate Certificates. At the completion of both Graduate Certificates students will be awarded the Graduate Diploma in Loss and Grief Counselling.

Graduate Certificate in Loss and Grief Education

**Semester 1**

- Unit AHS5001 not found
- Unit AHS5004 not found
- Unit AHS5002 not found

**Semester 2**

- Unit AHS5003 not found

Graduate Certificate in Loss and Grief Counselling

**Semester 1**

- APT5025 INDIVIDUAL AWARENESS 12
- APT5035 THEORIES AND TECHNIQUES OF COUNSELLING 12

**Semester 2**

- AHC5100 APPLIED TECHNIQUES OF GRIEF COUNSELLING 12
- Unit AHC5101 not found

*These units of study will be taught at the St Albans campus. All other units will be taught at the City, Flinders Lane campus.

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**GRADUATE CERTIFICATE IN LOSS AND GRIEF EDUCATION**

**Course Code:** HGTC

**Campus:** Footscray Park.

This course is for Continuing students only

**Course Objectives:** The course aims to: have students understand a range of losses both normative and non-normative which accompany the lifespan; assist students to conceptualise loss and grief as it affects individuals according to gender, ethnic background and at varying stages of development through the examination of relevant theoretical frameworks and perspectives; have students demonstrate skill in working as a grief educator; introduce students to a range of counselling theories and interventions pertinent to the area of loss and grief; and have students critically examine selected theoretical models in relation to disasters or unexpected traumatic events and interventions.

**Course Admission Requirements:** To qualify for admission to the program applicants must hold a relevant undergraduate degree or a postgraduate tertiary qualification and have relevant experience in the field of loss and grief or an allied field. Applicants who do not meet the academic requirements but who can demonstrate adequate and/or substantial experience in the area of loss and grief education/counselling are encouraged to apply. Applicants in this category may be required to attend an interview. To ensure that students are adequately prepared to undertake the counselling studies within the Graduate Diploma in Loss and Grief Counselling, the following enrolment paths are prescribed: students with an established professional record in counselling will be permitted to enrol into both the Graduate Certificate in Loss and Grief Education and the Graduate Certificate in Loss and Grief Counselling on either a full-time or a part-time basis; and students who do not have an established professional record in counselling will normally be required to enrol in and satisfactorily complete the Graduate Certificate in Loss and Grief Education before consideration can be given for entry into the Graduate Certificate in Loss and Grief Counselling. Students will not normally be allowed entry directly into the Graduate Certificate in Loss and Grief Counselling.

**Course Structure**

Graduate Certificate Each Graduate Certificate is offered over one semester on a full-time basis or part-time equivalent. Graduate Diploma The course is offered over two semesters on a full-time basis or part-time equivalent.

The course comprises two discrete but sequentially related Graduate Certificates. At the completion of both Graduate Certificates students will be awarded the Graduate Diploma in Loss and Grief Counselling.

Graduate Certificate in Loss and Grief Education

**Semester 1**

- Unit AHS5001 not found
- Unit AHS5004 not found
- Unit AHS5002 not found

**Semester 2**

- Unit AHS5003 not found

Graduate Certificate in Loss and Grief Counselling

**Semester 1**

- APT5025 INDIVIDUAL AWARENESS 12
- APT5035 THEORIES AND TECHNIQUES OF COUNSELLING 12

**Semester 2**

- AHC5100 APPLIED TECHNIQUES OF GRIEF COUNSELLING 12
- Unit AHC5101 not found

*These units of study will be taught at the St Albans Campus. All other units will be taught at the City, Flinders Lane Campus.*
GRADUATE CERTIFICATE IN RECREATION SPORT AND RECREATION MANAGEMENT / OPERATIONS

Course Code: HTSO

Campus: 

This course is for Continuing students only

Course Objectives: 

Course Duration: 0.5 years

Admission Requirements: For Hong Kong SPACE students only. To qualify for admission to the course, applicants must hold an undergraduate degree of three or more years' duration, or equivalent, as approved by the School. Applicants who do not fulfill the academic requirements but who can demonstrate extensive industrial experience in positions requiring senior management skills, may apply to the School to be considered for selection. Applicants may be required to attend an interview.

Course Structure

The course contains both discrete and sequential modules. The course is structured in such a way that students undertaking the Master of Arts by coursework will first complete the Graduate Certificate in Sport and Recreation Management, then the Graduate Certificate in Sport and Recreation Management Operations. Together these two qualifications constitute the Graduate Diploma in Sport and Recreation Management. 1. The final semester of the course completes the articulated sequence of studies leading to Master of Arts - Sport and Recreation Management - Project Management. Progression to the Project Management focus is conditional upon approval by the Course Co-ordinator. Approval can only be granted if an appropriate Professional Advisory Mentor has been appointed.  or 2. The final semester of the course completes the articulated sequence of studies leading to the Master of Arts - Sport and Recreation Management - Coursework by Minor Thesis. Progression to the minor thesis stage is conditional upon approval by the Course Co-ordinator. Approval can only be granted if an appropriate supervisor has been appointed.

Graduate Certificate in Sport and Recreation Management

Semester 1

Unit AHM5101 not found
Unit AHM5102 not found
Unit AHM5103 not found
Unit AHM5100 not found

Graduate Certificate in Sport and Recreation Management - Operations

Semester 2

AHB5202 SPORT EVENT MANAGEMENT 12
Unit AHM5201 not found
AHM5203 PROGRAM ADMINISTRATION AND DELIVERY 12
Unit AHM5205 not found
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UNITS

Below are unit details for courses offered by the School of Sport and Exercise Science in 2011.

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

AHB5201 SPORT RESOURCE MANAGEMENT

Locations: Footscray Park, City Flinders.

Prerequisites: Nil.

Description: The aim of this unit of study is to acquaint students with: contemporary concepts and approaches to sport volunteer management; the role and impact of volunteer contribution in a diverse range of sport settings; an understanding of the practical implications of developing and incorporating a comprehensive volunteer program within the sport organisation; a review of how voluntary services impact on social change and community development; understanding the relationship between sport provision and the voluntary sector; a focus on a systematic approach to volunteer recruitment, policy development, selection, screening, organisation and role orientation; matching skills to role, support and supervision, plus evaluation procedures; an examination of the training and development of voluntary workers and agency staff; developing an appreciation of the role, responsibilities and rights of voluntary workers; developing strategies for the management, administration and budgeting of volunteer programs and services; a review of the role of support staff and co-ordinators of volunteers. The unit will also develop students’ understanding of human resource management issues in the sport industry including theories of human performance in relation to work, and the practical functions of staff recruitment, development, motivation and maintenance.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Identify the key issues underpinning contemporary human resource management; Apply these issues to the management of people in sport organisations; Understand the ways in which staff in sport organisations can be best selected, motivated, appraised and developed; Design a staff policy manual for a sport organisation.

Class Contact: Three hours per week for one semester comprising one three-hour lecture/seminar or equivalent.

Required Reading: To be advised by lecturer.

Assessment: Individual presentation 25%; Theoretical review 25%; Industry-based report 50%. All components of assessment must be satisfactorily completed.

AHB5202 SPORT EVENT MANAGEMENT

Locations: Footscray Park, City Flinders.

Prerequisites: Nil.

Description: This unit of study will explore the unique features of sport event management. It will examine: the structure of sport event administration; the scheduling and planning of sport event activity; staff training; event evaluation; event operations; event facilitation; and the commonalities and uniqueness of various events. Specifically students will develop an understanding of: the mechanics and scope of sport event management; the transferability of skills from event to event; the significance of consumer decision-making processes in event construction; and the skills necessary for the successful conduct of a sport event.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the scope of sport event management; Identify the mechanics and processes of sport event management; Demonstrate the skills involved in the successful conduct of a sport event; Transfer the skills used in one sport event to the conduct of another.

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 to introduce incentives and rewards to ensure ongoing efficiency.

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


Assessment: Mid-semester test on structures for managing projects 30%; Quiz on allocating tasks and responsibilities 10%; Research paper on staff motivation and morale for effective project management 30%; Case report on team building and managing diversity 30%.

AHB5302 SPORT BUSINESS PROJECT

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study 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 shall benefit the chosen sport business organisation. Students will be expected to show initiative, flexibility, with teamwork in undertaking the project and demonstrate the competencies gained during the Graduate Diploma in Sport Business units of study in the selected project.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: Research and perform a needs analysis on a selected project; Develop a project for a sport organization which is a new initiative; Present the proposed project to an appropriate audience; Apply their project competencies to a range of sport related opportunities.

Class Contact: Six hours per week for one semester comprising two three-hour lectures/seminars or equivalent.

Required Reading: No reading required due to individual student projects formed.

Assessment: Project proposal 10%; Final report 50%; Presentation 20%; Journal
AHB5309 SPORT FACILITY MANAGEMENT
Locations: City Flinders.
Prerequisites: Nil.
Description: The content of this unit of study will address the following aspects of facility management and design, as they apply to the Australian sport industry: facility planning and development process; facility design principles, access and design requirements for specific population groups; facility management planning process and management arrangements; development processes for sport facilities within Australia; standards required for the design of sport facilities; relationships between facility design and maintenance; maintenance management requirements for different sport facilities/surfaces; occupational Health and Safety issues; facility performance evaluation and service quality; recent developments in sport facility management in Australia and overseas; and case studies.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: Understand 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; Understand 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 reviews (word limit 200 words) 40%; Sport policy and planning document (3000 words) 40%; Class presentation (15 minutes) 20%. All components of assessment must be satisfactorily completed.

AHE0002 SOCIAL BASES OF HEALTH
Locations: Footscray Park, Melton.
Prerequisites: Nil.
Description: This unit of study aims to introduce students with physical education, recreation and education backgrounds to the historical and emerging theoretical and explanatory models of health. Health and illness are considered from individual and population perspectives and students are encouraged to explore these concepts by recognising the interdisciplinary nature of the determinants of health and wellbeing. The unit also exposes students to the biophysical and physiological factors relating to the analysis of human movement in adults and older adults. The unit familiarises students with the biophysical factors relating to the analysis of human movement in adults and older adults. Topics include: Biophysical changes that commonly occur in the ageing process and their relationship to exercise and sport 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 biophysical 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%.

AHE0003 EXERCISE SCIENCE FOR ADULTS AND OLDER ADULTS
Locations: Footscray Park, City Flinders.
Prerequisites: AHE2104 - EXERCISE PHYSIOLOGY
Description: This unit of study examines exercise and sport science applied to healthy adults and older adults, and incorporates a multidisciplinary approach, including both physiological and biomechanical perspectives. The specific physiological profiles, exercise capacities of adults and older adults will be studied. These include the specific effects of ageing processes on cardiorespiratory, metabolic, musculoskeletal and thermoregulatory responses. The unit examines in detail the effects of muscle mass loss with ageing on muscle strength and power, and muscular changes with ageing that influence muscle fatigue and physical endurance. The unit also examines appropriate exercise testing and relevant physical activity and training principles for adults and older adults. The unit familiarises students with the biophysical factors relating to the analysis of human movement in adults and older adults. The unit also exposes students to the biophysical and physiological factors relating to the analysis of human movement in young and older adults. Topics include: Biophysical changes that commonly occur in the ageing process and their relationship to exercise and sport 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 biophysical 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%.
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 cardiopulmonary, 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 and 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 gait analysis and the associated 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 alcohol, carbohydrate and fluid supplements, antioxidants, and creatine; altitude, simulated altitude and hypoxic training. It examines the abuse of illegal ergogenic aids such as blood doping, EPO, steroids, growth hormones and stimulants. It also includes examination of important training strategies including tapering and intensive training. Practical classes will examine the influence of safe ergogenic strategies, and of intensified training and tapering on physiological performance.

Credit Points: 12

Learning Outcomes: To be advised.
Assessment: Four hours per week for one semester comprising two one-hour lectures and one two-hour laboratory class/tutorial.

Required Reading: Specific journal articles to be advised by lecturer.

Assessment: Laboratory reports 30%; Short tests and assignments 20%; Final examination 50%.

**AHE0007 ADAPTED AQUATICS**

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will cover: theories and principles of the use of water as a medium for exercise, therapy and rehabilitation for people with disabilities; theories and principles of effective teaching for (young and old) people with disabilities; practical teaching activities and effective evaluation and revision; effective communication; overcoming barriers to participation.

Credit Points: 12

Learning Outcomes: On completion of this unit, students will be able to: Apply introductory knowledge to the field of adapted aquatics; Plan and prepare appropriate and safe aquatics-based lessons for clients with a disability; Design and modify aquatics-based games and activities for clients with a disability; Apply practical professional experiences in the area of adapted aquatics; Apply the theoretical skills of working with clients with a disability in an aquatic setting; Recognise opportunities and resources available to the physical education specialist working with clients with a disability in an aquatic environment.

Class Contact: 1 hour lecture and 1.5 hour lab each week. This unit of study may be delivered in a standard 12 week semester or in a block mode during a semester or in summer or winter sessions.

Required Reading: Teaching swimming and water safety: the Australian way, AUSTRWIM, 2002 AUSTRWIM, Australia. AUSTRWIM 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: Nil.

Description: This unit of study continues from AHE2220 Motor Control with greater depth of knowledge of the neuromuscular system and the application of this knowledge to various areas including health and rehabilitation to high performance.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate knowledge and application of techniques to analyse the neuromuscular system; Apply knowledge gained in lectures and laboratories to ‘real’ world environments in healthy (for example, high performance athletes and the general population) and symptomatic populations (for example, neural rehabilitation patients) in conjunction with other professionals such as physiotherapists and occupational therapists.

Class Contact: 1.5 hour lecture and 2 hour tutorial each week


Assessment: Project, Supervised laboratory project, 40%. Assignment, Take home assignment, 30%. Examination, Final examination, 30%.
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: To be advised.

Assessment: Test, Tests, 30%. Examination, Practical examination, 25%. 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

Learning Outcomes: To be advised.

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


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 cardiopulmonary, metabolic, musculoskeletal and thermoregulatory responses, as well as muscular strength, endurance and efficiency. The unit also examines appropriate exercise testing and relevant physical activity and training principles for children and adolescents. The unit of study familiarises students with the biomechanical factors relating to the analysis of human movement in children and adolescents. Topics include: biomechanical changes that commonly occur in children and adolescents and their relationship to exercise and sports performance; gait and locomotion changes in children and adolescents. Laboratory experiences will be used to develop an understanding of techniques for exercise and sport science measurement and assessment in children and adolescents, their ethical and practical considerations, as well as to link, where possible, physiological and biomechanical approaches, to enhance overall understanding. Students are strongly advised to take AHE2104 Sports Physiology, Sports AHE1202 Biomechanics and AHE2103 Growth, Development and Ageing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand the physiological, anatomical and biomechanical differences between
adults and children; Understand how children respond and adapt to different types of exercise; Understand how differences between adults and children impact on research, coaching and physical education classes.

Class Contact: 2 hour lecture and 1.5 hour tutorial each week.

Required Reading: Specific journal articles to be advised by lecturer.

Assessment: Examination, Final examination, 40%. Presentation, Individual assignment and presentation, 30%. Report, Laboratory reports, 30%.

AHE0300 GOLF

Locations: Footscray Park.

Prerequisites: Nil.

Description: The aims of this unit of study are to: introduce students to the game of golf; expose students to the etiquette and demeanour of the game; develop skills so that the student can go to a course and play a game successfully and competently; further examine factors that influence the golf swing; and acquire a working knowledge of the rules of golf.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Develop and improve their skills to play the game of golf; Demonstrate knowledge of the rules, etiquette, course management and nuances of the game; Show awareness of the historical, sociological and scientific bases of the game; Run golf tournaments and events.

Class Contact: 1 hour lecture and 1.5 hour practical/tutorial, or the equivalent plus attendance at a residential golf camp.


Assessment: Test, Test, 30%. Other, Practical skill test, 70%.

AHE0340 DIRECTED STUDIES 3 (3 UNITS)

Locations: Footscray Park.

Prerequisites: Nil.

Description: Directed Studies provides the opportunity for students to acquire, broaden or deepen knowledge and skills in a topic area related to the undergraduate Physical Education, Recreation or Performance Studies courses. The directed study will be flexible, permitting a whole range of equivalent exercises to be included. The main criterion for acceptance is that the nature and scale of the activity is considered by the supervisor to be appropriate for the course and the credit hours of the unit. Examples of likely ways in which study may be directed include the following: critical reviews/papers, annotated bibliography, instrumentation design, pilot project, performance piece, performance critique etc.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Independent study. Contact to be arranged by supervisor.

Required Reading: To be advised by supervisor.

Assessment: Contracted educational exercises (eg annotated bibliographies, review paper(s), instrumentation design, pilot project, performance piece, performance critique, etc) 100%.

AHE1051 INTRODUCTION TO PHYSICAL EDUCATION (PRIMARY)

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study introduces students to issues and theories, as well as pedagogies and practices related to physical education at the primary level. The unit will explore the nature and impact of physical education using a multi-disciplinary approach, which includes history, sociology, ethics and social psychology. The practical component of the unit will involve an introduction to swimming and water safety education.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate in written form their understanding of physical education issues and theories; Demonstrate in written/verbal form their understanding of physical education pedagogies; Demonstrate in practical form their understanding of swimming and aquatic safety.

Class Contact: 2 hour lecture and 1.5 hour tutorial each week

Required Reading: To be specified by lecturer.

Assessment: Assignment, Individual assignment, 40%. Exercise, Class exercises, 40%. Other, Skill development, 20%. Total 3000 words

AHE1052 GROWTH AND MOTOR DEVELOPMENT

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study will examine the following areas: Definitions and critical periods, prenatal growth and development; genetic and environmental influences on growth and development; development of the sensory, nervous and endocrine systems; Structural growth: skeletal, muscular and tissue growth; body composition, body image, and body typing; reflexes, rudimentary movement, fundamental movement; theories of motor skill acquisition; Relationship of senses to motor development; perceptual motor development: ability development and movement control; Perceptual motor development: co-ordination, balance, visual and kinaesthetic development; development of physical proficiencies - strength, flexibility, endurance and power; procedures associated with the implementation of gymnastic 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%, 10%. Other, Overview and analysis of modified sport or motor development program, 30%. Total 3000 words

AHE1101 STRUCTURAL KINESIOLOGY

Locations: Footscray Park.

Prerequisites: Nil.
Description: This unit of study will include: the study of the structure and function of the human body; the interrelationships between the various components and movement examples.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Appreciate the form and function of the human body; Understand kinesiological concepts by using movement examples.

Class Contact: 1 hour lecture and 1.5 hour tutorial each week

Required Reading: To be advised by lecturer.

Assessment: Test, Mid-semester test, 25%. Test, End-of-semester test, 50%. Other, Two quizzes (each worth 12.5%), 25%.

AHE1102 CAREER AND PROFESSIONAL DEVELOPMENT 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will cover and develop students’ communication, leadership, interpersonal and instructional skills. The theory of these topics will be explored, and students will be provided the opportunity to develop an understanding of how they can be applied to an exercise science, human movement, sport, fitness or physical education setting. Opportunities will be provided for students to observe operations in a variety of organisations. Students learn to identify their strengths and competencies through their education, work and extracurricular experiences. These are documented according to the guidelines of the Victoria University Career Portfolio. Students are taught how to: develop this portfolio throughout their studies; identify career graduate attributes and other essential professional competencies; and adapt this as a very effective resume for the job of their choice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Apply introductory knowledge to the field of Career and Professional Development (CPD); Apply online learning and communication techniques; Apply oral presentation and evaluation skills; Design and utilise PowerPoint within oral presentations; Apply practical professional experiences in the broad area of exercise science, human movement, sport, fitness and physical education; Apply skills of communication, report writing, safety and leadership as tools to use in a changing workplace.

Class Contact: Equivalent to three hours per week over one semester, comprising lectures, presentations, seminars, online activities and observations.


Assessment: Online activity 15%, Presentations 25%, Reports 30%, Quizzes 20%, Attendance and participation 10%.

AHE1103 PHILOSOPHY OF EXERCISE SCIENCE AND HUMAN MOVEMENT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This is a lecture/tutorial unit of study designed as an introduction to the discipline of philosophy and its relation to exercise science and fitness, human movement, physical education, sport management and media. The principal focus is on the foundations of knowledge in these fields and their implications for professional relationships and practices, eg exercise-therapist-client-instructor-participant; teacher-student; coach/counsellor-athlete; sport policy and management; journalism. Key concepts and themes include: dualism and mechanism holism; existential-phenomenology; narrative and world-making; and paradigms of knowledge (positivist, interpretive, critical).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate in scholarly written form, their understanding of the nature and significance of experiential, practice-based knowledge and philosophical knowledge in the construction of personal identity; Demonstrate in scholarly written form, their understanding of the nature and significance of experiential, practice-based knowledge and philosophical knowledge in the construction of personal identity; Demonstrate in scholarly written form, their understanding of the dualistic-mechanistic and existential-phenomenological foundations and implications of professional, practice-based knowledge.

Class Contact: 1.5 hour lecture and 1 hour tutorial each week

Required Reading: To be advised by lecturer.

Assessment: Research Paper, Research paper, 40%. Test, Semester test, 20%. Examination, Final examination, 40%.

AHE1123 GYMNASTICS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This is an introductory unit of study covering the dominant movement patterns associated with the activities called gymnastics. An appreciation of the many forms of gymnastics and the ability to perform the basic skills that are common to them is the expected outcome of the unit. Basic gymnastic skills and routines will be covered in order to give the students the opportunity to improve their personal skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the organisational structure of gymnastics in Australia; Understand basic concepts, fundamental movement patterns and basic concepts of movement characteristic of gymnastics; Understand teaching techniques relevant to gymnastics; Apply skills to plan and implement gymnastics programs; Perform basic skills with good gymnastics techniques on all apparatus; Understand the fundamentals of safety and liability; Apply the opportunities available for further self improvement in gymnastics; Take subsequent courses in gymnastics.

Class Contact: 1 hour lecture and 1.5 hour lab each week.

Required Reading: To be advised

Assessment: Assignment, Three worksheets (each worth 10%), 30%. Assignment, Observation assignment, 10%. Other, Skill development, 60%.

AHE1127 AQUATICS

Locations: Footscray Park.

Prerequisites: Nil.

Description: The aim of this unit of study is to provide students with a sound theoretical knowledge of aquatics, water safety and aquatic related activities. In addition, students will be encouraged to obtain a high standard of personal excellence in the practical performance side of swimming activity. Students will be introduced to the skills and research for the four competitive swimming strokes and the two lifesaving strokes. Additional lifesaving skills will be addressed as well as the practical application of research in areas such as elite training programs; recovery and swimming; swimming programs specific populations; and other aquatic based sports. Students will have the opportunity to fulfill the requirements of the AUSTSWIM Teacher of Swimming certificate, the Lifesaving Victoria Bronze Medallion, the Lifesaving Victoria CPR course and be trained as a Resuscitate a Mate trainer with Lifesaving Victoria.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Plan and prepare appropriate and safe aquatics-based lessons and games
for school students, specific populations and the general community; Participate in practical Learning in the Workplace and Community experiences in the area of aquatics; Improve their own personal aquatic skills to pass the practical requirements of the Bronze Medallion and AUSTSWIM certificates

Class Contact: 1 hour lecture and 1.5 hour lab

Required Reading: Teaching swimming and water safety - the Australian way, AUSTSWIM, 2005 Victoria: AUSTSWIM

Assessment: Examination, Final written examination, 40%; Practicum, Practical laboratory examination, 20%; Project, Learning in the Workplace and Community Project, 40%. Total effective word limit 3000 words

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%.

AHE2000 CLINICAL BIOMECHANICS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to biomechanics for clinical exercise science. The theoretical component of the unit will provide students with general knowledge of the biomechanics of the musculoskeletal system and the biomechanics of movement applied to normal and pathological states. The practical part of the unit will provide students with knowledge of the biomechanical techniques used to assess human movement with an emphasis on injured or disabled individuals, and experiences in developing practical skills that will help to assess musculoskeletal disorders and evaluation of treatment methods.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate in written form, their understanding of the theoretical knowledge of the mechanical properties of biological materials, the biomechanical aspects of major joints, and the biomechanics of movement applied to normal and pathological states; Demonstrate in written form, their understanding of the biomechanical techniques used to assess human movement with an emphasis on injured or disabled individuals; Demonstrate their understanding of the practical skills that will enable students to assess musculoskeletal disorders and evaluation of treatment techniques.

Class Contact: 1 hour lecture and 1.5 hour lab each week.


Assessment: Examination, Final exam (500 words), 50%. Report, Laboratory reports (two reports @ 1000 words each), 30%. Test, Laboratory practical tests, 20%.

AHE2001 CLINICAL EXERCISE PRACTICE 1

Locations: Footscray Park.
Prerequisites: Nil.

Description: This unit introduces students to the professional roles of clinical exercise physiologists and offers perspectives on the roles of other team members in rehabilitation processes. Students will have opportunities to observe clinical exercise professionals in the design, implementation and evaluation of exercise and physical activity programs, and to learn about equipment, facilities and program planning that are used in exercise delivery for clinical populations. Students will have opportunities to practise exercise science in the service of apparently healthy individuals or those with one or more of cardiopulmonary, metabolic, musculoskeletal, neurological, neuromuscular and/or other conditions such as cancer, depression and chronic fatigue syndrome.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate their theoretical and/or practical understanding of the scope of professional roles available to clinical exercise practitioners, and how these intersect with the roles of other health professionals in the provision of services to people living with, or at risk of, chronic diseases, injuries or disabilities; Design/select assessment methods and protocols, including history taking of clinical, lifestyle and environmental factors, risk factor stratification and risk/benefit analyses, assessments of functional, physical activity and exercise capacities, monitoring of signs and symptoms before, during and following exercise and capacity to take timely and appropriate action, identification of indicated and contraindicated exercises from all of the above factors; Identify the technical challenges with providing a competent service in clinical exercise. This includes being able to collect and interpret data with high degrees of accuracy, reliability and validity, and to discriminate between clinical and functional (eg exercise capacity) outcomes; Demonstrate the use of evidence bases, particularly published research and practice models, in the design and provision of clinical exercise services; Design, lead and evaluate exercise and physical activity interventions in concordance with clients, including the knowledge and methods of effecting behavioural change to promote better health through exercise participation, with an emphasis on the graduated transfer from dependence on the clinical exercise practitioner to self-management. This includes listening to, identification of different stages of change in order to match an intervention with the individual’s stage of change (eg. transtheoretical model) and talking with clients to overcome barriers, set goals, and improve their knowledge of their medical conditions, treatments and prevention strategies; Identify the core issues concerning the ethical provision, business management, and legal responsibility issues regarding clinical exercise services.

Class Contact: Occasional classes; 140 hour industry placement, not necessarily in one block or at one institution.


Assessment: Examination, Mid semester, 20%. Case Study, Case study assessments, 40%. Examination, Formal, 40%. Total effective word limit 3000 words

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: Demonstrate the scope of professional roles available to clinical exercise practitioners, and how these intersect with the roles of other health professionals in the provision of services to people living with, or at risk of, chronic diseases, injuries or disabilities; Understand and critically evaluate evidence bases concerning the therapeutic and preventive benefits of exercise, covering both physical and psychosocial dimensions; Demonstrate their understanding of the connections between clinical and functional (eg. exercise capacity) outcomes; Demonstrate their understanding of factors that lead to short and long term participation (adherence) in exercise and physical activity programs; Demonstrate their understanding of the core ethical issues concerning clinical exercise practice.

Class Contact: One two-hour lecture/tutorial per week for one semester.


Assessment: Examination, Mid semester, 20%. Case Study, Case study assessments, 40%. Examination, Formal, 40%. Total effective word limit 3000 words

AHE2003 CLINICAL EXERCISE STUDIES 2

Locations: Footscray Park.
Prerequisites: Nil.

Description: Students further explore fields of clinical exercise therapy in this unit, namely how exercise is applied for its therapeutic and preventive benefits in the workplace. Students addresses the evidence bases regarding modes of exercise, intensity, duration, frequency, volume and progression for functional conditioning, exercise for work, and interventions for a range of occupational injuries and health conditions that are known to respond positively to exercise. This also addresses the physical demands of work, and of occupational injuries and rehabilitation. This, plus commonly used medications, surgery, and other interventions for the range of occupational injuries and conditions, and the effects of these interventions on expected acute and chronic exercise responses, will be explored using a case-based learning model.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate understanding of clinical cases of clients with particular occupational
demands or work-related health conditions, and plan and apply strategies to fill those knowledge gaps; Understand research and other literature relevant to clinical exercise practice; Demonstrate an understanding of appropriate test and monitoring protocols for the assessment of exercise and functional capacities for people with particular occupational demands or work-related health conditions; Plan and negotiate exercise interventions for clients with particular occupational demands or work-related health conditions, taking account of the full context of clients’ lives, including concurrent interventions.

Class Contact: One hour case-based tutorial plus one hour practical session per week for one semester.


Assessment: Case-based assessment 100% comprising two written case study reports (750 words each) submitted during the semester (2 x 25%); and an end of semester final written examination comprising two case studies (750 words each 50%).

AHE2004 CLINICAL EXERCISE STUDIES 3

Locations: Footscray Park.

Prerequisites: Nil.

Description: Students further explore fields of clinical exercise therapy in this unit, namely, exercise as applied for its therapeutic and preventive benefits for people living with, or at risk of, chronic diseases, injuries, or disabilities. The unit addresses the evidence bases regarding modes of exercise, intensity, duration, frequency, volume and progression for a range of ongoing (ie. chronic) cardiopulmonary, metabolic, musculoskeletal, neurological and multi-systemic pathologies that are known to respond positively to exercise. The unit also addresses, using a case-based method, chronic and complex health conditions, the effects of commonly used medications, surgery, and other interventions for the range of chronic cardiopulmonary, metabolic, musculoskeletal and neurological pathologies, and the effects of these interventions on expected acute and chronic exercise responses.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate knowledge of clinical cases of clients with chronic and complex health conditions, and plan and apply strategies to fill those knowledge gaps; Demonstrate knowledge of research and other literature relevant to clinical exercise practice; Identify appropriate test and monitoring protocols for the assessment of exercise and functional capacities for people with chronic health conditions; Plan and negotiate exercise interventions, for clients with chronic and complex health conditions, taking account of the full context of clients’ lives including concurrent interventions.

Class Contact: One hour case-based tutorial plus one hour practical session per week for one semester.


Assessment: Case-based assessment 100% comprising two written case study reports (750 words each) submitted during the semester (2 x 25%); and an end of semester final written examination comprising two case studies (750 words each) 50%.

AHE2005 NUTRITION AND DIET FOR EXERCISE AND PHYSICAL EDUCATION

Locations: Footscray Park.

Prerequisites: AHE2104 - EXERCISE PHYSIOLOGY

RBM1174 - HUMAN PHYSIOLOGY

Description: This unit of study 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 will 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 (600 words) 20%; Written examination (1200 words) 40%; Written assignment (1200 words) 40%. There is an 80% attendance requirement for the practical component of this unit.

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), unitive 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 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, pain, physical activity); heart rate, rhythm and oxygen saturation (eg palpation, heart rate monitor, ECG, pulse oxymetry); 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 will examine key components of research in exercise and sport science. Topics include: measurement and evaluation techniques employed in exercise and sport science; Design 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, Practical 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.
AHE2010 EXERCISE SCIENCE CAREER DEVELOPMENT

Locations: Footscray Park.

Prerequisites: AHE1102 - CAREER AND PROFESSIONAL DEVELOPMENT 1 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 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 two hours of tutorial per week for the semester.

Required Reading: Career and Professional Development Guidelines Career and Professional Development Report Writing Guidelines

Assessment: Other, Resume, 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.


Assessment: Assignment, Four approved assignments of up to 1000 words each or equivalent 4 x 25% each, 100%. Each assignment will draw on quantitative and/or qualitative methods to analyse or critique one of the following: single case report or case study; population-wide survey; observational outcome study; and randomised trial.

AHE2012 ADOLESCENT HUMAN DEVELOPMENT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to concepts, issues and programs dealing with the personal and social wellbeing of adolescents. The unit will address the issues facing young adults, such as challenge, risk and safety, as well as global, national and school/community health issues including depression, suicide, stress, bullying, resilience, anxiety, body image, sexual identity, self esteem and self concept. The unit will also 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. For each of these movement forms, the unit will cover fundamental skill acquisition, safety, and the basic principles of teaching.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate their understanding of the basic concepts of movement and gymnastics; Perform basic skills with sound gymnastics technique on all apparatus; Demonstrate the knowledge and skills to plan and teach an effective and safe gymnastics program. This includes warm up, stretching, skill acquisition on all apparatus and cool down activities appropriate to gymnastics; Demonstrate basic movement to music skills and identify pedagogy appropriate to the teaching of dance; Demonstrate basic dance steps in the following areas: bush dance, multicultural dance, aerobic dance, hip-hop and social dance; Demonstrate awareness of safe dance techniques, including warm-up, cool down, and stretching.

Class Contact: 2.5 hour workshop each week.


Assessment: Test, Gymnastics test (400 words), 10%. Assignment, Teaching assignment (1000 words), 20%. Other, Practical assessment, 20%. Test, Dance test (600 words), 20%. Presentation, Group practical demonstration, 30%. 80% attendance is required at gymnastics and dance laboratories.

AHE2014 PHYSICAL EDUCATION CAREER DEVELOPMENT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit is designed to develop the knowledge and skills to help students obtain positive career outcomes on completion of their course. Students follow a career development model to bring them into career maturity before they graduate. They will be equipped with the knowledge and skills to enable them to be proactive and strategic in career planning, to be aware of the variety of career outcomes in the physical education and associated industry sectors, and to have self-understanding to enable them to target their career actions. Students also participate in a relevant work integrated learning placement that allows them to continue to develop practical teaching, coaching and related leadership skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate their knowledge of career opportunities, the current job market, and how to establish and maintain employment networks in the physical education and associated industry sectors; Demonstrate their knowledge of personal attributes and transferable skills which will guide the employment search; Establish a previously unknown contact in the physical education industry and conduct an information interview in order to better understand a job in which they are interested; Use a range of career strategies and job hunting skills to find and establish a 70-hour work integrated career placement in a new and unfamiliar area in the physical education or an associated industry sector in which they are interested; Complete a concise business report on the work integrated placement.

Class Contact: Two hours of tutorials per week


AHE2015 ADAPTED COACHING

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit is designed to develop the students' knowledge and ability to conduct sports coaching sessions for children with a physical or intellectual disability. The unit, conducted in partnership with Tennis Victoria, introduces students to models of coaching and coaching techniques, then provides an opportunity for students to plan, implement and evaluate sports coaching sessions with groups of children with physical or intellectual disabilities. All students gain a Tennis Victoria level 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: Orientation to coaching material, (provided by Tennis Victoria).

Assessment: Review, Lesson plans and reviews (1000 words), 30%. Project, Coaching project (1000 words), 30%. Examination, Exam (1000 words), 40%. There is an 80% attendance requirement for the practical session in this unit.

AHE2016 BIOMECHANICS FOR PHYSICAL EDUCATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to biomechanics, with a special application to physical education. The theoretical component of the unit will focus on important biomechanical principles and how these apply to human movement and sport. The practical part of the unit will provide students with experience in calculating biomechanical parameters, plus hands on experience of biomechanical measurement and analysis techniques and experience in developing practical analytical skills that will help to assess human movement and sports activities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate their understanding of, in written form, the theoretical knowledge of biomechanical principles; Demonstrate their understanding of, in written form, the biomechanical techniques used to assess human movement in physical activity and sport; Demonstrate their understanding and ability to assess physical activities and sports movements using video and computer-based tools.

Class Contact: 2 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%. 333
AHE2051 PHYSICAL ACTIVITY AND CHILDHOOD

Locations: Footscray Park, Melton.

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, co-operation, 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 tutorial.

Required Reading: To be advised by lecturer.

Assessment: Project, Curriculum projects, 40%. Other, Progressive assessment, 40%. Other, Skill development, 20%. Total 3000 words

AHE2052 PAEDIATRIC PHYSICAL ACTIVITY SCIENCES

Locations: Footscray Park, Melton.

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 3000 words

AHE2100 EXERCISE PSYCHOLOGY

Locations: Footscray Park.

Prerequisites: Nil.

Description: Considerable attention has been given to understanding how psychological factors influence performance in competitive sports, and into developing psychological strategies to enhance sporting performance. This unit of study considers the psychology of sport and exercise within a broader framework, addressing the more fundamental issues of why it is that people do or do not participate in sporting and exercise activities. It addresses a range of psychosocial factors (eg 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: Foundations of exercise psychology, Berger, BG, Pargman, D & Weinberg, RS 2002, Fitness Information Technology, Morgantown, WV.

Assessment: Other, Tutorial submissions, 25%. Examination, Mid-semester, 30%. Examination, End-semester, 45%.

AHE2101 SPORT PHYSIOLOGY

Locations: Footscray Park.

Prerequisites: AHE2104 - EXERCISE PHYSIOLOGY

Description: This unit of study builds on students' knowledge of exercise physiology, studying the importance of exercise physiology in understanding sport and exercise performance, including elite sports and recreational exercise. The unit emphasises: understanding the physiologic requirements of exercise and sport; evaluating the importance of physiological systems in athlete performance; the essential role of nutrition in exercise and sport and sport-specific adaptations to physical training and comparisons of different forms of training. The unit examines basic principles underlying physiological exercise testing, with 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, Other.

Prerequisites: AHE1202 - BIOMECHANICS

Description: This unit of study will include: development of biomechanical principles through application to sport/exercise specific examples and analysis; working with some of the available technologies/techniques and using them in exercise and sport applications; 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 AGEING

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study examines physical growth and the development of motor characteristics of humans from childhood into adulthood, including the genetic and environmental factors that interact to influence these processes. The unit examines the deterioration in physical processes and motor characteristics of humans as they age. The unit focuses on development across the lifespan to give a balanced perspective on age-related changes in human motor function. The unit of study forms a basis for the applications of knowledge in growth development and ageing in the field of Exercise and Sport Science.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate knowledge of the physical growth, psychological maturation and motor characteristics of humans throughout the lifespan; Demonstrate understanding of the genetic and environmental factors that interact to influence physical growth and motor development; Demonstrate an understanding and appreciation of the applications of knowledge of growth and development in the fields of human movement, physical education and sport.

Class Contact: 1.5 hour lecture and 2 hour laboratory class each week.


Assessment: Examination, Mid-term exam, 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:

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 cardiopulmonary 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 cardiopulmonary systems; Demonstrate an understanding of the impact of 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 - BIO SCIENCES FOR PARAMEDICS 2
RBM1211 - BIO SCIENCES 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.

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Assessment: This unit has three assessment items. Knowledge skills and values developed will be assessed through group discussion, problems solving exercises and completion of a two thousand (2000) word assignment (20%); and the completion of a Laboratory Workbook (2000 words) (30%). Students are required to complete a written training diary with analysis (2000 words) (50%). To obtain a pass or higher in this graded unit, normally all components of assessment must be passed.

AHE2112 HISTORY OF SPORT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to trace the history of physical education and sport from ancient to modern times. Its purpose is to assist students in developing an understanding of the historical foundations of physical education and sport so that they will be equipped to undertake further work in the sociocultural study of human movement. Students will be encouraged to seek out the meanings that sport and physical education held for people during different historical periods, and to identify the linkages between modern sports and physical education and their earlier counterparts. Special emphasis will be given to: the origins of the Olympic Games; the modernisation of sport; the diffusion of the games ethic through the British Empire; and the inception of the modern Olympic Games. The unit also aims to assist students in gaining an appreciation of the different theoretical and methodological approaches related to the history of sport and physical activity in society.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate in written form their understanding of the theoretical foundations and applications of the lifespan model of sexual health and wellbeing; Demonstrate in verbal and/or written form the application of the lifespan model to late childhood and adolescent sexual identity, health and wellbeing; Demonstrate in written form their ability to collect and assemble useful and appropriate teaching and learning resources on sexual health for use in schools and community education settings.

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.


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 will be able to: Demonstrate in written form their understanding of the theoretical foundations and applications of the lifespan model of sexual health and wellbeing; Demonstrate in verbal and/or written form the application of the lifespan model to late childhood and adolescent sexual identity, health and wellbeing; Demonstrate in written form their ability to collect and assemble useful and appropriate teaching and learning resources on sexual health for use in schools and community education settings.

Class Contact: 1. 5 lecture and 1 hour tutorial/seminar per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Exam 30%; Research project/paper 40%; Teaching and learning resource file (Total EWL 3000 words). Examination, Exam, 30%. Project, Research project/paper, 40%. Other, Teaching and learning resource file (Total EWL 3000 words), 30%.

AHE2200 MOTOR CONTROL

Locations: Footscray Park, City Flinders.

Prerequisites: Nil.

Description: This unit of study introduces students to the neuro-mechanical basis of the control of human movement as it relates to exercise and sport, at the central, spinal and peripheral levels of the nervous system. Areas to be covered are: brain centres controlling movement; descending and ascending pathways; receptors and reflexes; motor units, muscle mechanics and contraction control; balance; locomotion; proprioception; training; fatigue; disuse.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the basic mechanisms by which human movement is controlled by the central and peripheral nervous system; Apply this knowledge to exercise, sports and clinical contexts; Integrate their knowledge of motor control with their current knowledge of anatomy, physiology and biomechanics.

Class Contact: 3. 5 hours per week for one semester: 1. 5 hours lecture, 2 hours practical/tutorial.

Required Reading: To be advised by lecturer.

Assessment: Lab work 30%; Quizzes and assignments 20%; Final exam 50%.
AHE2202 FUNCTIONAL KINESIOLOGY

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will cover the major joint complexes and movement analysis.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Identify the structure and function of the components of the major joints of the human body; Understand the cause and consequence of impairment to the musculoskeletal system; Develop an understanding of the techniques used for kinesiological analysis; Critically analyse functional kinesiology research; Perform basic movement analysis.

Class Contact: 3.5 hours per week for one semester comprising 1 hour lecture and 2.5 hour practical.

Required Reading: To be advised

Assessment: Tutorial Participation, Practical/tutorial contribution, 30%. Test, Semester test, 25%. Examination, Final examination, 45%.

AHE2213 CAREER AND PROFESSIONAL DEVELOPMENT 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will cover resume preparation, networking, career clarification, report writing, job search skills and careers in Human Movement, Physical Education, Exercise Sciences, Psychology, Sport and Fitness. Students learn to identify their strengths and competencies through their education, work and extracurricular experiences. These are documented according to the guidelines of the Victoria University Career Portfolio. Students are taught how to: develop this portfolio throughout their studies; identify core graduate attributes and other essential professional competencies; and adapt this as a very effective resume for the job of their choice. Students find a suitable 70-hour placement under supervision of appropriate industry supervisors and a comprehensive business report.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate increased knowledge through a 70-hour placement in a new and unfamiliar area; Understand how on the job experience makes them more employable in their future career; Assist in the job search process, including such areas as networking, writing resumes and succeeding in the interview process; Apply in-depth knowledge to assist them in making informed career-planning choices; Identify personal attributes and transferable skills which will guide the employment search; Apply job-hunting skills to obtain a career (learning) placement in the broad areas of exercise science, human movement, sport, and physical education; Write business reports describing the context, objectives, planning, implementation and evaluation of a work placement; Conduct an information interview in order to better understand a job that they are interested in finding more about; Network effectively to access the hidden job market.

Class Contact: Equivalent to three hours per week over one semester - comprising lectures, presentations, seminars, online activities, workshops, guest speakers and a 70-hour career placement.


Assessment: Resume 15%; Online activity 15%; Assignment 10%; Report 50%; Attendance and participation 10%.

AHE2214 SPORT AND FITNESS DELIVERY SYSTEMS

Locations: Footscray Park.

Prerequisites: Nil.

Description: The content of this unit of study will assist students in developing an understanding of contemporary sport and fitness delivery systems. The unit undertakes an in-depth examination and critical analysis of models highlighting local, state and national structures and how they link into the Asia-Pacific region and the international structure of sport. The unit of study material will include: theoretical principles and methodologies associated with public policy, nationalism, and globalisation using a case study approach and analysis of key issues, organisations and events; a thorough examination of the Australian sport system including peak bodies such as the Australian Sports Commission, the Australian Olympic Committee, Melbourne 2006 Commonwealth Games, the Australian Institute of Sport and its affiliated network of state institutes/academies (eg. Victorian Institute of Sport), Sport and Recreation Victoria, the Victorian Major Events Corporation, Victorian Department of Education, Employment and Training, Sport Medicine Australia, the Australian Association of Exercise and Sports Science, Fitness Australia, VicFit, etc; major multi-sport events including the Olympic Games, the Commonwealth Games, world championships, etc and their relationship to Australia (ie. bidding, hosting, event organisation, performance review, etc); a comparative analysis of club versus school-based sport and elite versus community-based sport and recreation; a review and critique of fitness, exercise and physical education delivery systems with an emphasis on training, research, accreditation and employment opportunities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the structure and function of the Australian sport and fitness delivery system and how it is affected by public policy; Comprehend theories associated with nationalism and globalisation and how they have affected the development of a unique model for sport and fitness within the Australian context; Demonstrate research and technical skills associated with analysing the Australian sport and fitness model.

Class Contact: 2.5 hours per week for one semester, comprising 1.5 hour lecture and 1 hour lecture designed to permit adequate time for field trips, logbook assignments, special guest lectures, etc.


Assessment: Test, Tests (two during the semester), 45%. Examination, Final oral exam, 15%. Other, Sport and fitness delivery system logbook, 40%.

AHE2250 SPORT COACHING PRINCIPLES

Locations: Footscray Park.

Prerequisites:

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 Coaching, 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 equiping students
to meet the expected career challenges, foundational knowledge and theory of sport coaching is strongly emphasised. Attention is also paid to the historical roots of sport coaching and historical trends that have shaped contemporary sport coaching. In helping to establish students as reflective practitioners overarching issues that inform coach knowledge and practice are investigated and viewed from a holistic perspective. As such, trends in sport science, communication, professionalisation of coaching, professional development, diversity, excellence, community coaching, and coaching ethics are examined.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Explore, develop and consolidate their knowledge of what sport coaching is and the history of sport coaching; Demonstrate understanding of current benchmark 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 they 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

AHE2252 COACH DEVELOPMENT AND APPLIED PRACTICE

Locations: Footscray Park.

Prerequisites:

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.


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:

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 ensuring 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

AHE3051 PHYSICAL ACTIVITY, HEALTH AND ADOLESCENCE

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study will examine the following areas: defining physical activity and adolescence; the nature of physical activity in adolescence; participation patterns; positive and negative outcomes of physical activity; values, identity and self-esteem in adolescence; motivation, ability, effort, and ego in physical activity through adolescence; socialisation through physical activity during adolescence; cultural/gender issues for adolescents in relation to physical activity; physical activity programs in schools and the community — Victoria and beyond; refinement of skill and excellence and the role of the physical educator; relationship between physical activity and health; health outcomes as a result of involvement in physical activity; overview of critical issues associated with physical activity during adolescence; adolescence, community health and physical inactivity.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the key terminologies in the areas of physical activity, health, and adolescence; Comprehend the main physical, social and emotional changes occurring at the adolescent phase of human development; Demonstrate an awareness of the key health issues affecting adolescents; Demonstrate their understanding of the critical association between adolescent physical behaviours and their health; Acknowledge the role that physical activity plays during adolescence in facilitating community health; Undertake practical experiences that will expose them to common team pursuits appropriate for adolescents.

Class Contact: 2 hour lecture and 1.5 hour tutorial weekly

Required Reading: Literature specified by the lecturer representative of knowledge and issues associated with the 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%.

AHE3052 CONTEMPORARY ISSUES IN PHYSICAL EDUCATION AND HEALTH

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study will examine the following areas: the concept of equality in physical education; valuing cultural diversity: the challenge for physical educators; models and terminology in the field of health; how does health education fit into the curriculum; theories and practice in preventing disease; breadth and balance in the physical education curriculum; progression and continuity in physical education between primary and secondary school; formal and informal modes of assessment in physical education; working with the community: positive or negative for schools; incorporating technology in the teaching of physical education and health; individual sports and adventure activities suitable for the school setting. Are all professional bodies on the same page

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Developed an understanding of contemporary language, terminology and models in the teaching areas of physical education and health Comprehend current methodologies associated with the development, presentation, and assessment of curriculum in the areas of physical education and health; Demonstrate an awareness of socially responsible policies and practices in physical education and health in relation to equity and cultural diversity; Critically analyse the relevance and understanding of health and illness on the learning of school students in relation to their own development into adulthood; Have undertaken practical experiences that will expose them to common individual sports and adventure activities appropriate for children and adolescents.

Class Contact: 2 hour lecture and 1.5 hour tutorial each week

Required Reading: Literature specified by the lecturer representative of knowledge and issues associated with the current frameworks of teaching of physical education and health.

Assessment: Project, Research/data collection project, 30%. Other, Three exercises involving the reviewing of professional literature (incorporates progressive peer-based assessment), 15%. Essay, Essay assignment, 40%. Other, Lesson development activity, 10%. Other, Review activities and peer evaluation tasks, 5%.

AHE3100 ADVANCED EXERCISE PHYSIOLOGY

Locations: Footscray Park.

Prerequisites: AHE2104 - EXERCISE PHYSIOLOGY

Description: This unit studies in-depth the physiological responses to exercise and training, building on the knowledge gained in previous care 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, Other.

Prerequisites: AHE2102 - SPORTS BIOMECHANICS

Description: This unit of study will include the following: use of advanced methods and analysis equipment that are used in specific areas of biomechanics, such as video/motion analysis and force platforms; biomechanical methodologies, instrumentation and data treatment; conducting biomechanics projects (e.g. a video project and a force platform project).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Solve problems using given strategies, and recognise basic ethical issues involved;
- Structure and supervise a group task with peers;
- Synthesise academic material and writing skills;
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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. (LiWC); 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 (LiWC); Demonstrate professional etiquette in completion of work integrated coaching.

Class Contact: 1 hour lecture and 1.5 hour practical each week.

Required Reading: ATECA Coaching Manual, 2006 Fundamentals of track and field
Carr, GA

Assessment: Examination, Formal, 30%. Practicum, LiWC - 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

Learning Outcomes: To be advised.

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-malfeasance’ and the ‘importance of paternalism’ as they relate to various practices/approaches within the field of sport and physical education; Demonstrate a knowledge of the nature and significance of the relationship between the private individual and the public practice/management of sport; Demonstrate a knowledge of the ethical implications of the globalisation of various sports and the role of the media and the marketing profession in producing a global sports practice; Demonstrate the capacity to critically examine (in oral and written forms) arguments/problems arising out of lecture/seminar/reading materials; Demonstrate the capacity to mount and defend (in oral and written forms) their own well reasoned positions with respect to the issues dealt with in the lectures/seminars; Demonstrate an understanding of the need to respect and tolerate culturally and linguistically diverse communities.

Class Contact: 1.5 hours of lecture and 1 hour of tutorials per week for one semester.

Required Reading: The unit of study lecturer will make available an online booklet of readings and online lecture notes.

Assessment: Assignment, Responses to two tutorial papers, 20%. Test, Topic tests, 60%. Research Paper, Collaborative research paper, 20%. Total effective word limit 3000 words.

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.
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 tutorial/workshop each week.

Required Reading: As advised by lecturer.

Assessment: Workshop, Teaching session, 50%. Assignment, Research assignment, 20%. Other, Resources file, 30%. Total effective word limit 3000 words.

AHE4580 APPLIED SPORT PSYCHOLOGY

Locations: Footscray Park.

Prerequisites: AHE1206 - SPORT PSYCHOLOGY

Description: This unit of study introduces students to models used in the application of sport psychology. It familiarises students with a range of assessment and skill training techniques in applied sport psychology. The unit introduces students to basic interviewing and counselling techniques and encourages students to apply these techniques in their chosen sports. Students will discuss their experiences in sport from a psychological perspective.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand what psychology is, the history of psychology, and the fundamentals of sport 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%.

AHG3100 PHYSIOLOGICAL BASES OF GOLF PERFORMANCE

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study studies in-depth the physiological responses to exercise, building on the knowledge gained in previous core units of study presented in the Certificate IV and Diploma. The unit focuses on the cardiovascular, respiratory, metabolic, endocrine, neural and muscular responses to acute exercise, including exercise under environmental challenge (eg. cold and heat). This unit provides advanced understanding of the physiological responses to exercise and a thorough knowledge of the physiological adjustments made while playing golf. On completion of the unit, students should be able to: demonstrate physiological systems which are predominant in golf; show how these systems limit the performance in golf; and indicate how training and exercise influence the physiology of golf.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate physiological systems which are predominant in golf; Demonstrate how these systems limit the performance in golf; Demonstrate how training and exercise influence the physiology of golf.

Class Contact: 1.5 hour lecture and 1 hour tutorial each week.


Assessment: Participation, Participation in laboratories, 25%. Examination, Examinations/quizzes/tests, 65%. Other, Attendance and participation, 10%. There are three components to the assessment:

Attendance and participation 10%. Students must attend at least 85% of all practicals to pass this unit. Attendance of less than 85% will result in failure of the unit. Therefore any inability to attend should be accompanied by a medical certificate or other documentation (eg. a letter from another lecturer).

AHG3101 APPLIED PSYCHOLOGY OF GOLF

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides students with a grounding in a broad range of fundamental issues in psychology and particularly sport psychology. The lecture and tutorial sessions will introduce students to concepts, theories, measurement techniques, and research in the field of applied sport psychology. The students will learn about the effects of mental processes on sport performance and sport behaviour. A review of the sport psychology literature and material is essential to achieve this purpose. In particular the unit aims to: consolidate student learning of what psychology is, the history of psychology and the fundamentals of the main schools of psychology; help students learn and understand how psychological phenomena influences behaviour in golf and physical activity settings; help students understand how psychology affects performance in golf; help students understand how participation in sport influences the psychological characteristics of the individual; introduce students to applied sport psychology and group processes in sport.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate knowledge of individual differences in sport behaviour including the role of personality in sport participation, the distinction between state, trait and interaction personality theories and sport-specific measures of individual differences; Understand the role of motivation in sport participation and performance including: achievement motivation, attribution theory, intrinsic/extrinsic motivation and self-efficacy/self-confidence; Understand the role of arousal in performance, including: competitive anxiety, arousal theories and sports performance, trait and state measures of anxiety and information processing models of attention; Understand the psychosocial aspects of sport psychology (audience effects, aggression, cohesion, leadership).

Class Contact: 1.5 hour lecture and 1 hour tutorial each week.

Required Reading: Morris, T & Summers, J (eds), Sport psychology: theory, applications and issues, Wiley and Sons, Sydney. Specific readings will also be given for each lecture topic.

Assessment: Project, Project presentation, 25%. Examination, Mid and final examinations, 60%. Other, Written paper, 15%.
AHG3102 KINESIOLOGY OF GOLF

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to give students: an appreciation of the form and function of the human body; an appreciation of the separate anatomical systems and their interrelationships and how these affect human functions in specific reference to performing the skills of golf; an understanding of the structure and function of the major joint complexes of the human body.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the internal and external forces acting on the body; Understand the biomechanics of joint motion; Understand the implications of joint structure and function to ‘good’ technique.

Class Contact: Two hours per week for one semester comprising lectures and tutorials.


Assessment: Short-answer tests (two at 12.5% each) 25%; Mid-semester test/examination (plastic models) 25%; End-of-semester test/examination 50%.

AHG3103 GOLF PRACTICUM AND TOURNAMENT PREPARATION 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: Through both practical and theoretical learning modes these series of units aim to provide students with an optimal learning environment in which they will develop an excellent knowledge of the game of golf and fully develop their individual golf playing skills. The Golf Practicum and Tournament Preparation series of units will further build on students’ golf techniques and embrace rules and the important aspects of golf course etiquette. Golf course management skills will be developed along with playing and shot-making and selection in and under various playing conditions. Students will experience teaching and critical analysis of golfers at various skill levels as part of their personal development. The special skills required for tournament play will be a major part of this series of units. Students will learn the various forms of play in golf ranging from stroke play, stableford points, par and mixed foursome to Canadian scramble. Golf course management skills will be nurtured and developed in a weekly competitive game to be played on various courses around Melbourne. During on-course play coaches will impart knowledge to the students on such things as: etiquette, shot selection and various techniques which have been learned in other aspects of the course (ie. mental rehearsal, food intake, stretching etc.). This unit of study will be taught via both instructional and experiential modes at the Brett LeBroque Golf Academy at Sanctuary Lakes Golf Club. A two-hour block of four days will be devoted to the individual development of technique and skill in both teaching and playing of the game of golf. One day a week will be spent in actual game play on various golf courses around Melbourne. At all times the students will be under the supervision and professional PGA coaching of the staff from the Brett Lebroque Golf Academy.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Twelve hours per week for one semester comprising four two-hour lectures/tutorials and workshops and four one-hour laboratory practicum.


AHG3200 GOLF BIOMECHANICS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is designed to enable the student to understand the physical and mechanical principles underpinning the biomechanics of human movement with particular emphasis on the golf swing and the development of an understanding of kinematics (movement/motion) and kinetic (force) aspects of biomechanics as it relates to golf.

Credit Points: 16

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate how technology has influenced the development and subsequent performance of golfers; Understand new advances in technology and the application of this knowledge to teaching and their own golf skill; Appropriately use technology in performance.

Class Contact: 1.5 hour lecture and 1 hour laboratory each week.

Required Reading: Introduction to sports biomechanics, Bartlett, RM 1997, E and FN Spon, London. Specific readings will also be given for each lecture topic.

Assessment: Examination, Mid-semester and final exam, 50%. Report, Joint laboratory report, 20%. Other, Basic personal swing analysis using swinger software, 30%.

AHG3201 TECHNOLOGY AND GOLF

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to examine the role of technology in the game of golf. It will examine the new development in topics such as: golf equipment, applications and methods used to analyse performance; computer programs and how training and teaching methods have changed or adapted to new technology. Indicative topics: clubs, materials, shafts shapes, balls, clothing, courses and course design principles (Bunkers greens), computer programs, the internet, history of golf equipment IT and golf and television, and professionalism in golf. This unit of study will be team-taught by experts in various aspects of the topics.

Credit Points: 16

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate how technology has influenced the development and subsequent performance of golfers; Understand new advances in technology and the application of this knowledge to teaching and their own golf skill; Appropriately use technology in golf swing analysis.

Class Contact: 1 hour lecture and 1.5 hour tutorial/workshop each week. The unit will also include field trips to golf courses to see first hand the developments discussed in class (eg. such things as grass types and course design and layouts.)

Required Reading: Swing like a pro: the breakthrough method of perfecting your golf swing, Wann, R, Griffin, P & Yocum, G 1998, Broadway Books, US. Fundamentals of Hogan, Leitbutter, D 2000, Doubleday, US. Specific readings will also be given for specific topics and will be in closed reserve.

Assessment: Assignment, A comprehensive paper documenting a piece of technology and how it has contributed to the development of golf, 20%. Examination, Mid-semester and final written examinations (2 x 40%) which will assess knowledge and understanding of material presented in class, 80%. 

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AHG3202 GOLF PRACTICUM AND TOURNAMENT PREPARATION II

Locations: Footscray Park.

Prerequisites: Nil.

Description: Through both practical and theoretical learning modes these series of units aim to provide students with an optimal learning environment in which they will develop an excellent knowledge of the game of golf and fully develop their individual golf playing skills. The Golf Practicum and Tournament Preparation series of units will further build on students’ golf techniques and embrace rules and the important aspects of golf course etiquette. Golf course management skills will be developed along with playing and shot-making and selection in and under various playing conditions. Students will experience teaching and critical analysis of golfers at various skill levels as part of their personal development. The special skills required for the various forms of play in golf ranging from stroke play, stableford points, par and mixed foursome to Canadian scramble. Golf course management skills will be nurtured and developed in a weekly competitive game to be played on various courses around Melbourne. During on-course play coaches will impart knowledge to the students on such things as: etiquette, shot selection and various techniques which have been learned in other aspects of the course (ie mental rehearsal, food intake, stretching etc). This unit of study will be taught via both instructional and experiential modes at the Brett Lebroque Golf Academy at Sanctuary Lakes Golf Club. A two-hour block of four days will be devoted to the individual development of technique and skill in playing and teaching and playing the game of golf. One day a week will be spent in actual game play on various golf courses around Melbourne. At all times students will be under the supervision and professional PGA coaching of the staff from the Brett Lebroque Golf Academy.

Credit Points: 16

Learning Outcomes: On successful completion of this unit, students will be able to: Use the correct technique in performing all the golf skills; Understand golf rules and their applications; Apply the skills and techniques for golf practice and tournament preparation; Teach the game of golf to their peers; Use correct etiquette and professional conduct during play and practise on the golf course.

Class Contact: Twelve hours per week for one semester comprising four two-hour lectures/tutorials and workshops and one four-hour laboratory practicum.


Assessment: A written examination of rules and interpretation (mid-semester and final (2 x 15%) 30%; Portfolio presentation of golf skills and drills for teaching and practice 30%; Personal skill development assessed by lecturers based on film and practical skills testing over the period of the semester 40%.

AHG3300 MOTOR LEARNING AND SKILL DEVELOPMENT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is designed to introduce students to the basic knowledge and skills to understand how humans control movement, how movement skill is acquired and how movement skill develops in golf.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate knowledge of various motor learning and control theories and generalisations; Understand how information is used to teach, coach, learn, perform and study sport skills; Demonstrate the methods frequently used to study movement skill acquisition and performance; Demonstrate that these methods underlie the knowledge and assumptions scientists have about movement skill acquisition and performance; Demonstrate the characteristics of the task, instruction/practice and an understanding of how the learner and the environment affect sport skill instruction, learning, acquisition and performance.

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

Required Reading: Magill, RA 2003, Motor learning and control: concepts and applications, 5th edn, McGraw-Hill, Boston. Specific readings will also be given for each lecture topic and will be available on reserve in the library.

Assessment: Contribution to Total Final Grade (TFG); Attendance and participation in workshops (see below) 10%; Laboratory reports (four reports) 20%; Presentation topic 20%; End-of-semester examination 50%. In accordance with Victoria University policy, attendance of less than 85% in labs/tutorials will result in failure of the unit.

AHG3301 EXERCISE PRESCRIPTION AND TRAINING FOR GOLF

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to examine the principles of exercise and training preparation of athletes using knowledge gained from units such as Physiology and Biomechanics. The unit will examine traditional training such as strength programs, weight training and aerobics-based interventions. It will examine exercise for warm-up and injury prevention and programs for both the elite and beginning golfer. The content of the unit will equip students with the knowledge to develop individual physical training programs for all levels of golfing ability.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate an understanding of the philosophy, principles and theory for program design and exercise prescription specifically for golfers; Demonstrate a capability for prescribing programs for individuals and specific populations which can be defended on a logical and theoretical basis.

Class Contact: 2.5 hour seminar each week.


Assessment: There will be three assessment items: End-of-semester exam 45%; Literature quizzes 25%; Periodised training program 30%. A cumulative mark of 50% is required to pass the unit of study.

AHG3302 COMMUNICATION AND TEACHING TECHNIQUES

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will examine current topics in developing the skills of communication, and teaching the physical preparation of golfers for play and practice. Issues to be discussed in seminars will include: report writing, CV presentation, leadership styles, safety issues, and teaching competencies and attributes required by golf professionals in various environments. An essential component of this unit is the development of individual and professional leadership competencies. The experience provides practical leadership skills and will involve the following situations: small group situations, programming, planning and organising.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate competence in teaching lessons to a group of beginning golfers; Show...
confidence in presenting material to peers; Demonstrate an ability to speak in public to both large and small groups; Demonstrate an ability to assemble and develop teaching resources.

Class Contact: 1. 5 hour lecture and 1 hour laboratory each week.


Assessment: Development and presentation of educational resource specific for golf 40%; Oral presentations and demonstrations (3 x 20%) 60%. Presentation, Development and presentation of educational resource specific for golf, 40%. Presentation, Oral presentations and demonstrations (3 x 20%), 60%.

AHG3303 GOLF PRACTICUM AND TOURNAMENT PREPARATION III

Locations: Footscray Park.

Prerequisites: Nil.

Description: Through both practical and theoretical learning modes these series of units aim to provide students with an optimal learning environment in which they will develop an excellent knowledge of the game of golf and fully develop their individual golf playing skills. The Golf Practicum and Tournament Preparation series of units will further build on students’ golf techniques and embrace rules and the important aspects of golf course etiquette. Golf course management skills will be developed along with playing and shot-making and selection in and under various playing conditions. Students will experience teaching and critical analysis of golfers at various skill levels as part of their personal development. The special skills required for tournament play will be a major part of this series of units. Students will learn the various forms of play in golf ranging from stroke play, stableford points, par and mixed foursome to Canadian scramble. Golf course management skills will be nurtured and developed in a weekly competitive game to be played on various courses around Melbourne. During on-course play coaches will impart knowledge to the students on such things as etiquette, shot selection and various techniques which have been learned in other aspects of the course (ie mental rehearsal, food intake, stretching etc).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate the correct techniques in performing all the golf skills; Demonstrate a thorough understanding of the golf rules and their applications; Demonstrate the skills and techniques for golf practice and tournament preparation; Teach the game of golf to their peers; Display correct etiquette and professional conduct during play and practice on the golf course.

Class Contact: Twelve hours per week for one semester comprising four two-hour lectures/tutorials and workshops and one four-hour laboratory practicum.


Assessment: Written examination of rules and interpretation (mid-semester and final (2 x 15%) 30%; Portfolio presentation of golf skills and drills for teaching and practice 30%; Personal skill development assessed by lecturers based on film and practical skills testing over the period of the semester 40%.

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.

AHHS010 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 care 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.

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ASSIGNMENTS: 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 automatization in skills. Students will be introduced to theoretical and practical aspects of experimental design and procedures used in motor learning research. Tools used include: WebCT, powerpoint, multimedia, intranet and internet.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Apply both theoretical knowledge and practical skills in motor control and skill acquisition; Understand how human controls movement, and how movement skill is acquired; Use basic observations to assess the control of movement and skill acquisition in normal, healthy populations.

Class Contact: Three hours per week for one semester: two hours lecture/tutorial per week; two hours practical/tutorial (one per fortnight).


Assessment: Lab work 30%; Quizzes and assignments 20%, Final examination 50%.

AHH5014 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%.

AHH5080 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

Learning Outcomes: To be advised.
Class Contact: Two hours of lectures per week for one semester.
Required Reading: To be advised by lecturer.
Assessment: Examination 50%; Coursework 50%.

AHH5081 BIOMECHANICS TESTING AND EVALUATION

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study aims to: promote an understanding of the variety of laboratory and field skills used in the biomechanical assessment of the exercising human; promote the capacity to develop original laboratory and field skills to be used in the assessment of the exercising human. The unit will include the following topics: iso-kinetic dynamometry; electromyography; anthropometric techniques; force platform analysis; videography; and goniometry.

Credit Points: 12

Learning Outcomes: To be advised.
Class Contact: Two hours of practicals per week for one semester.
Required Reading: To be advised by lecturer.
Assessment: Laboratory handbook 40%; Laboratory theory examination 30%; Laboratory practical examination 30%.

AHH5100 APPLIED PSYCHOLOGY OF SPORT AND EXERCISE

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study aims to: introduce students to a model of the application of sport psychology; familiarise students with a range of assessment and skill training techniques in applied sport psychology; encourage students to apply these techniques to their chosen sporting contexts; invite students to critically consider the underlying theoretical base and research support for these procedures. The unit will include the following topics: introduction to unit: A model of psychological skills training in sport; initial psychological skills assessment. Goal setting: technical, tactical, physical, psychological. Stress management: stress, anxiety and arousal; arousal and performance. Stress management: anxiety and its measurement. Stress management: cognitive and somatic stress management techniques. Imagery: theory and research on mental practice and imagery. Imagery: measurement, techniques and uses. Self-confidence: theory and research on self-confidence and self-efficacy. Self-confidence: measurement and enhancement techniques. Attention and concentration: theory and research, including attention style. Attention and concentration: measurement and techniques to develop attention capacities. Energisation: theory, research and techniques. Construction of sport specific and individualised psychological skills routines; ongoing review and modification of the program. Issues and problems in applied sport psychology (eg. adherence, crisis intervention, ethics).
This unit aims to: provide students with the theoretical knowledge and practical skills necessary to the task of prescribing exercise; prescribe theoretically sound exercise programs for a variety of sporting populations and exercising individuals. 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; understand the opportunity 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, Written - 1500 words, 30%. Examination, Written - 2000 words, 40%.
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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.

AHPM203 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.

AHP1012 TECHNOLOGY: LIGHTING AND SOUND

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides students with a foundation for their ongoing work with sound and lighting technologies in performance. This unit is designed to introduce and develop students’ practical and theoretical understanding of basic sound and lighting technology and its application within a performance context.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Grasp the practical foundations of lighting and sound technology; Employ safe and productive practices with sound and lighting; Apply skills learned in basic recording processes and equipment, sound editing and treatment techniques, basic composition techniques, scores, notation and cue sheets; Demonstrate a working knowledge of the variety and complexity of theatrical lighting equipment including lamps, lenses, barn doors, colour filters, special effects, dimmer boards and patch boards; Students are expected to prepare lighting design, patching, and cue sheets.

Class Contact: Three hours of tutorials/workshops per week.


Assessment: Class Participation 20%; Class presentations (weekly presentations dealing with technical and production problems) 60%; Essays 20%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

AHP1013 ARCHIVE 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides students with a solid foundation for the ongoing study and participation in the important theories and concepts of contemporary performance inquiry. It looks at the history of 20th and 21st century performance, including: dance, drama, performance art and related art forms; key concepts in identity theory; the history of writing in relation to theatre and modernity, and the different writing forms that can be explored and deployed in the construction of a performance text. It assumes no prior knowledge of history and theory of Performance Studies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate an understanding of the theoretical foundations of contemporary critical performance inquiry; Recognise 20th and 21st century performance including dance, drama, performance art and other art forms; Articulate key concepts in identity theory; Reflect and report on the history of writing in relation to performance, theatre and modernity; Analyse the many different writing forms that can be explored and deployed in the construction of a performance text.

Class Contact: Three hours comprising: 90-minute lecture and 90-minute tutorial.

Assessment: Progressive assessment (attention to and completion of reading and written tasks within tutorial and seminar classes) 40%; Presentations 30%; Essays 30%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

AHP1202 PERFORMANCE IMPROVISATION 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study gives students a practical understanding of productive improvisational performance practices in movement and voice, dance and drama. Students will develop their understanding of working in a place, with themselves, and with others. Moving, seeing, vocalising, speaking, touching and proxemics will be used as key organising elements in developing improvisational skills in textual, visual and kinetic performance modes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Identify ethical and productive ways of approaching and interacting with spaces and places, themselves and others in the context of dance, drama and performance; Demonstrate the basic performance elements of moving, seeing, vocalising, speaking, touching and proxemics; Apply basic skills in improvising alone and with others; Utilise an embodied understanding of textual, visual and kinetic performance modes.

Class Contact: This unit of study will comprise five hours of workshops per week for one semester.


Assessment: Progressive assessment (attention to and completion of practical tasks and processes within workshop classes) 50%; Documentation of process 20%; Presentations 30%; Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

AHP1203 TECHNOLOGY VIDEO

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is designed to provide students with a practical and theoretical understanding of basic video techniques and processes. The unit will deal with aspects of video production such as: concept, outline, treatment and script; the video camera and lenses; video recording techniques; editing and dubbing. The unit examines these areas from functional and aesthetic viewpoints.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate a basic understanding of how video works; Effectively operate the Casablanca editing system and complete a VHS dub; Effectively operate a mini DV camera and accessories with due care; Collaborate in small groups to produce a completed work in video.

Class Contact: Three hours comprising one one-hour lecture and one two-hour tutorial.


Assessment: Progressive assessment 50%; Presentation 30%; Assignment 20%. Total EWL 3000 words. Final assessment is based on satisfactory attendance (80%) at classes.

AHP2104 PHILOSOPHICAL PROVOCATIONS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is an introduction to particular techniques of philosophical inquiry, selected from phenomenological, poststructuralist and/or psychoanalytic thought. Further, it draws connections between these techniques and the development of contemporary dance, theatre and performance, investigating in historical and practical terms, the use of philosophical concepts in the production of art. Students will engage in a range of activities including reading, writing, discussion and the design and execution of performative actions, in making these investigations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Read, interpret and discuss philosophical texts; Write essays which use primary texts in combination with observations from their own experience; Demonstrate the relationships between philosophy and the production of art; Use concepts to assist in the creation of dance, theatre and/or performance events.

Class Contact: Three hours comprising one 90-minute lecture and one 90-minute tutorial.


Assessment: Class participation 40%; Class presentations 30%; Research papers 30%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

AHQ0001 ADVANCED QUANTITATIVE RESEARCH METHODS

Locations: St Albans,Footscray Park,City Flinders,Other.

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.
AHQ0002 ADVANCED QUALITATIVE RESEARCH METHODS

Locations: St Albans, Footscray Park, City Flinders.

Prerequisites: Nil.

Description: This unit of study provides students with advanced knowledge and skills in qualitative research methodologies and procedures. Topics include: major paradigms and theoretical perspectives of qualitative research; major qualitative research methodologies eg. ethnography, grounded theory, phenomenology, poststructural/critical research, action research, case studies etc. Techniques and procedures of advanced skills in data collection including participant and non-participant observational strategies, individual and group interviewing techniques, and unobtrusive strategies such as document analysis. Techniques for qualitative data analysis include using computers in qualitative data analysis. Credibility and trustworthiness issues, ethical issues and writing up of qualitative research will be discussed.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: One two-hour seminar and one one-hour tutorial per week for one semester.


Assessment: Research proposal or critique 50%; Data analysis project 50%.

AHRO134 INCLUSIVE RECREATION STRATEGIES

Locations: Melton.

Prerequisites: Nil.

Description: This unit of study will include: an overview of contemporary inclusive practice; recreational needs and interests of diverse populations; barriers and constraints facing recreation participants; and strategies needed to plan, develop, implement and evaluate inclusive recreation opportunities and environments.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate an understanding of the value and need for inclusive recreation; Demonstrate an understanding of diverse population groups including multicultural groups, individuals with disabilities, older adults, alternative lifestyle groups and the invisible groups in society such as the homeless; Develop, implement and evaluate inclusive recreation activities and experiences; Apply key inclusive recreation practices; Express personal and professional philosophies for the provision of inclusive recreation.

Class Contact: 2.5 hour seminar each week.


AHRO0141 BUSHWALKING LEADERSHIP

Locations: Footscray Park, Sunbury, Melton, Other.

Prerequisites: Nil.

Description: This unit of study complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. In this unit students will develop: 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 in 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: Select appropriate equipment for bushwalking (personal and group); Apply planning processes to organising bushwalks for clients; Demonstrate walking skills in a non-urban environment; Demonstrate navigation skills in a non-urban environment; Walk in a safe manner; Brief clients; Maintain physical welfare of the group; Establish effective communication; Lead a group of walkers safely; Select and
maintain a temporary campsite using minimal impact practices; Complete post-trip responsibilities; Use a map and compass; Plan a route in trackless areas; Navigate in trackless areas.

Class Contact: 3. 5 hour weekly seminar; Camp based: 200 hours.

Required Reading: Bushwalking and mountain craft leadership, Victorian Bushwalking and Mountaincraft Leadership Training Advisory Board 2002, Department of Sport and Recreation, Melbourne, Victoria,

Assessment: Practicum, Practical skills and field work (WIL) (1500 words), 50%. Assignment, Written assignments/presentations (1500 words), 50%. Students will be required to demonstrate a range of skills that relate to self and group maintenance in the outdoors, and will display a sound understanding of leadership and group management theories as they relate to the bushwalking experience.

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 relates to an aspect of their studies. The findings of their research are presented to their peers.

AHR0147 THEORY AND APPLICATIONS OF ROCK CLIMBING

Locations: Footscray Park, Sunbury, Melton, Other.

Prerequisites: Nil.

Description: In this unit of study, students will develop a basic knowledge of sailing and gain an appreciation of the use of sailing as a recreational and/or educational activity. Students will gain an understanding of the theoretical and practical requirements of sailing in a range of open water vessels. These understandings will allow students to interpret wind and sea conditions, map reading and navigation. The unit will make students proficient in all basic aspects of sailing dinghies and those required to act as a functional member of a crew on larger sailing vessels. Students will explore the leadership required to skipper a dinghy and consider the teamwork approaches required to safely sail dinghies in open water. Topics covered include: skills and instruction in the use and maintenance of sailing dinghies; maritime law and the application of sailing; modification and selection of appropriate equipment for specific populations; leadership theories and the leadership skills needed to safely captain a sailing vessel; the use of sailing as an educational tool and a recreational pastime; marine conservation and environment issues and minimal impact practices in the aquatic environment; risk management theories and the application of appropriate risk management strategies in the sailing context. NB: This unit of study complies with industry standards and requirements as established by the Victorian Institute of Teaching, National Outdoor Leadership Registration Scheme and the Adventure Activity Standards.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate appropriate dinghy sailing skills; Select and use appropriate sailing equipment; Acknowledge the risks of sailing in an open water environment, and through the application of risk management theory, effectively manage risk; Demonstrate appropriate leadership skills to safely captain a sailing vessel through the investigation of leadership theory; Demonstrate appropriate crew behaviour to safely operate as a crew member on a sailing vessel; Identify the recreational and educational aspects of sailing, and its use as an educational and/or recreational experience; Understand aspects of maritime law and the application of this law to sailing in open water environments; Better understand the open water marine environment and the environmental issues surrounding sailing and sustainable practice.

Class Contact: 3. 5 hour weekly seminar


Assessment: Practical skills and fieldwork 50%.

AHR0144 THEORY AND APPLICATIONS OF ROCK CLIMBING

Locations: Footscray Park, Sunbury, Melton, Other.

Prerequisites: Nil.

Description: The unit of study will cover: practical and theoretical skills in rock climbing and abseiling; how to develop and implement risk management strategies and plans; industry best practice, the selection of appropriate facilitators and equipment; identification of the effects of groups on cliff environments and exploration of the application of sustainable environmental and minimal impact strategies; planning for inclusive rock climbing experiences; and experiential applications in both educational and recreational settings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Appreciate the wide range of climbing styles that exist; Identify some of the educational and recreational outcomes of top rope climbing and abseiling; Identify various hazards in cliff environments; Manage a group in a cliff environment; Appreciate cliff environments; Identify the effects of groups on cliff environments and how these can be minimised; Access the safety of abseiling and top rope climbing procedures; Competently tie a range of knots commonly used in abseiling and climbing; Competently belay a person abseiling and climbing; Competently use and care for a range of equipment used for abseiling and climbing; Demonstrate the fundamental skills needed for abseiling and climbing; Demonstrate simple lowering systems and use of various techniques to ascend ropes.

Class Contact: 3. 5 hour weekly seminar.


Assessment: Practicum, Practical skills and field work, 50%. Assignment, Written assignments/presentations, 50%. Students will be required to demonstrate a range of skills that relate to self and group maintenance in the outdoors and will display a sound understanding of leadership and group management theories as they relate to the rockclimbing experience.

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 relates to an aspect of their studies. The findings of their research are presented to their peers.
to manage parks and park systems (WIL) and Evaluate the appropriateness of strategies that are being implemented by park management (WIL).

Class Contact: 2. 5 hour weekly seminar.

Required Reading: Protected area management: principles and practice, Warboys, G, Lockwood, M & De Lacy, T 2001, Oxford University Press, Melbourne,

Assessment: Report, Group park analysis: report and presentation, 35%. Essay, Individual issue essay (1500 words), 25%. Examination, Mid-term and final examinations, 40%.

AHRO242 THEORY AND INSTRUCTION OF RIVER CRAFT

Locations: Footscray Park, Sunbury, Melton, Other.

Prerequisites: Nil.

Description: This unit of study will cover: practical paddling, rescue and instructional skills in both kayaks and canoes; appropriate leadership and group management theory and strategies for the river environment; biomechanical principles of paddling techniques; selection and maintenance of appropriate equipment; risk management theory and practice to ensure the planning and development of safe paddling trips; understanding hydrological features and ‘reading’ the river; educational use of paddling, social interaction and inclusion; the use of the river experience in a recreational setting: environmental issues such as minimal impact, and environmental sustainability issues concerning the river environment.

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 qualifications; 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 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: 3. 5 hour weekly seminar.


Assessment: Practicum, Practical skills and field work, 50%, Assignment, Written assignments/presentations, 50%. Students will be required to demonstrate a range of skills that relate to self and group maintenance in the outdoors and will display a sound understanding of leadership and group management theories as they relate to the river travel experience. Written assignments/presentations.

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 are presented to their peers.

AHRO243 EXPEDITION LEADERSHIP

Locations: Footscray Park, Sunbury, Melton.

Prerequisites: Nil.

Description: This unit of study will cover: a review of leadership skills, techniques and approaches relevant to expeditions; examination of expeditions as an educational activity within schools, therapeutic programs and commercial/corporate programs; investigation of the contemporary and historical purposes behind expeditions; co-ordination and planning procedures for an expedition; risk management and safety procedures; reflection and review process to assess the effectiveness and learning potential of expeditions.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the theory and purpose of expeditions; Demonstrate planning and leadership skills for an expedition; Safely implement an appropriate risk management plan for an expedition; Complete an expedition of a minimum of 8 days duration; Review, reflect and 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.

Required Reading: Expeditions, Lindblade, A 2001, Hardi Grant Books, Australia,

Assessment: Practicum, Expedition planning proposal and practical preparation, 20%. Other, Expedition plan, 60%. Presentation, Review seminar/presentation, 20%.

AHRO246 THEORY AND APPLICATION OF SKI TOURING

Locations: Footscray Park, Other.

Prerequisites: Nil.

Description: This unit of study complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. This unit 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. Understanding of the unique alpine environment and the sciences of the complex weather and geological patterns that create it will be applied. Minimal impact practices to ensure sustainability will also be a major focus of this unit. As well, students will develop an appreciation of the physical, mental and social demands and benefits of these activities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Select appropriate equipment for overnight ski tours, including: clothing, camping equipment, ski equipment; Demonstrate applied knowledge of hygiene, nutritional and energy demands as they relate to ski touring; ski safely and with confidence whilst carrying an overnight pack; Utilise a range of skiing techniques including: snow plough stops and turns, step turns, kick turns, diagonal stride, side stepping and herringbone climbing technique; Follow a snow pole line and compass route in poor winter visibility conditions; Select and organise a campsite with sensitivity to the environment; Demonstrate familiarity with the construction of long term and emergency snow shelters; Demonstrate familiarity with the first aid requirements for injuries that are likely to occur from skiing.

Class Contact: 2. 5 hours seminars each week; Camp-based field work: 60 hours.

Required Reading: Bushwalking and mountaineer craft leadership, VBMLC TAB 2002, 2nd edn, Bushwalking and Mountaineer Leadership Training Advisory Board, Melbourne, Victoria, Effective leadership in adventure programming, Priest, S & Gass, M 2005, 2nd edn, Venture Publishing, State College, PA,

Assessment: Practical skills and field work (WIL equivalent) (1500 words) 50%. Students will be required to demonstrate a range of skills that relate to self and group maintenance in the outdoors and will display a sound understanding of leadership and group management theories as they relate to the adventure programming experience. Written assignments/presentations (1500 words) 50%. Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relate to an aspect of their studies. The findings of their research are presented to their peers.

Practicum, Practical skills and field work (WIL equivalent) (1500 words), 50%.
Assignment, Written assignments/presentations (1500 words), 50%. Students will be required to demonstrate a range of skills that relate to self and group maintenance in the outdoors and will display a sound understanding of leadership and group management theories as they relate to the adventure programming experience.

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 are presented to their peers.

**AHR0248 THEORY AND APPLICATION OF MOUNTAIN BIKE LEADERSHIP**

**Locations:** Footscray Park, Sunbury, Melton, Other.

**Prerequisites:** Nil.

**Description:** This unit of study will cover: skills in cycling both on and off road; the biomechanical principles of cycling and mountain biking; maintenance of bicycles; theory of group dynamics and leadership for specific client groups; basic instructional techniques and skills analysis related to Mountain Biking Rules, Regulations and Industry Requirements for Bicyclists; risk management theory and practice and trip planning; utilization of mountain biking as a recreational and/or educational experience.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: Demonstrate practical teaching and facilitation strategies in relation to leading groups in a variety of environments; Explore the application of leadership and group management theories related to mountain bike leadership; Understand risk management theory and practice related to the safe conduct of mountain biking experiences; Perform basic safety checks and maintenance on bicycles; Ensure the safe management of groups and individuals; Demonstrate improvement of their cycling skills and experience and a greater understanding of the efficient biomechanics of cycling; Appreciate the bush environment, environmental issues and sustainability practices related to mountain biking; Understand cycling common practice and the law; Gain either Cycle On or Bike Ed qualifications.

**Class Contact:** Equivalent to 3.5 hours weekly seminars and cycling day trips.


**Assessment:** Practicum, Practical skills and field work, 50%, Assignment, Written assignments/presentations, 50%. Students will be required to demonstrate a range of skills that relate to self and group maintenance in the outdoors and will display a sound understanding of leadership and group management theories as they relate to the adventure programming experience.

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 are presented to their peers.

**AHR0249 THEORY AND PRACTICE OF ADVENTURE PROGRAMMING**

**Locations:** Footscray Park, Sunbury, Melton, Other.

**Prerequisites:** Nil.

**Description:** This unit of study will cover: skills in the selection and facilitation of adventure-based learning activities; specific leadership theories and techniques in adventure-based learning; debriefing, transference and processing theories and skills; the process and theory of providing feedback; conduct of a needs assessment for successful adventure-based program design; techniques in managing group safety during activity participation.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: Select, sequence and present adventure-based learning activities through the exploration of adventure programming theory and practice; Critically examine various leadership theories and styles, and their application to adventure programming; Consider personal leadership styles using group feedback and self-assessment inventories; Better observe, intervene and process skills related to adventure programming and related activities; Examine program design elements and facilitation and the use of adventure programming to explore a range of societal and personal issues.

**Class Contact:** Equivalent to 3.5 hours of seminars each week and camp program experiences.


**Assessment:** Practicum, Practical skills and field work, 50%, Assignment, Written assignments/presentations, 50%. Students will be required to demonstrate a range of skills that relate to self and group maintenance in the outdoors and will display a sound understanding of leadership and group management theories as they relate to the adventure programming experience.

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 are presented to their peers.

**AHR0284 FIELD EXPERIENCE**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** The Field Experience unit of study aims to help students to achieve two professional goals. Firstly, it provides students with the opportunity to place their theory and knowledge into a relevant and practical context through application in the field of sport and recreation. Secondly, it allows students to personally select a placement that will be strategic in helping them to gain suitable employment upon graduation. The elective career placement provides the opportunity for students to further develop individual and professional competencies and achievements. These achievements can be recorded into a resume and enhance their employability.

Completing an elective placement in the industry will also ensure students are able to develop contacts within the profession. As the number one way to gain employment is via networking, this career placement elective may facilitate employment upon completion of the unit of study. Working in the profession enables students to gain an awareness of the current and potential services within the community and become familiar with the wide range of employment possibilities open to graduates. Through this career placement experience, students are encouraged to formulate their personal and professional philosophy and career goals. Students may choose to undertake up to an additional 140 hours of career placement as an elective.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: Enhance their employability in the sport and recreation profession by learning new skills; Demonstrate development of their professionalism and performance in a sport and recreation work setting; Establish and expand their existing professional networks; Participate in work activities that contribute to their bank of professional achievements and will be able to be built into their resumes as evidence of their abilities; Demonstrate completion of either 70, 105 or 140 hours of career placement in a sport and recreation host organisation of their choice; Write an extensive four-part business report describing the context for the placement, tasks completed,
employability skills and core graduate attributes developed as well as evaluating their own performance; Provide a written evaluation from their host organisation supervisor.

Class Contact: To be advised.

Required Reading: Career and Professional Development (CPD) website: www.staff.vu.edu.au/rppcpd. Career and Professional Development Writing Guidelines provided at the CPD website.

Assessment: Business report based on the CPD report writing guidelines to be submitted at the end of the career placement elective. This report will determine the grade for this unit. Students must comply with all requirements as set out in the career placement contract and submit a satisfactory evaluation from the host organisation supervisor.

AHRI1101 INTRODUCTION TO RECREATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: The content for this unit of study will include: the definitions, theories and philosophical concepts related to the leisure and recreation industry; the historical developments of leisure and recreation; the broad spectrum of leisure and recreation experiences in both organised and informal settings; the value of recreation and leisure for the individual and society; the types of agencies that provide recreation and leisure services; the importance of professionalism; the issues and trends related to recreation and leisure in modern society; and an introduction to the field experience program.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand selected definitions, theories and philosophical concepts related to leisure and recreation industry; Understand the historical developments of leisure and recreation; Appreciate the broad spectrum of leisure and recreation experiences in both organised and informal settings; Understand and appreciate the values of recreation and leisure for the individual and society; Recognise and differentiate between the types of agencies that provide recreation and leisure services; Analyse leisure and recreation participation within the community; Understand the importance of professionalism; the issues and trends related to recreation and leisure in modern society; and an introduction to the field experience program.

Class Contact: Equivalent to three hours per week.


AHRI1105 SOCIETY AND LEISURE

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will provide students with an understanding and background in: the nature of sociology; sociological issues and themes and how they influence leisure; role and importance of social institutions in society including leisure; the processes of socialisation of the individual; social institutions in today's society and diverse communities; politics and leisure; the role and importance of leisure and work in society; social inequality in society and issues that affect it; and globalisation and popular culture.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Appreciate the diverse range of forces that influence our lives as individuals and members of society; Understand how social forces impact on our leisure patterns and lifestyles; Explain and evaluate some of the key sociological and leisure concepts and theories; Apply the concepts, theories, and ideas introduced in this unit to interpret and critically analyse the interrelationships of society and leisure; Interpret how society and individuals operate so that they will be better equipped to meet the demands of their future professional careers.

Class Contact: Three hours per week including one two-hour lecture and one one-hour tutorial.


Assessment: Individual essay (2000 words) 25%; Final examination 35%; Tutorial abstract presentations 10%; Small group presentation 30%.

AHRI1201 RECREATION MANAGEMENT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include: an overview of management theory and practice; the role and functions of the recreation manager; organisation structure and effectiveness; strategic planning/management by objectives; management goals and objectives; policy development and planning; staff, supervision, control, motivation and appraisal in management; performance management, performance review and appraisal; mentoring, staff support processes and practice; financial control, pricing and budgeting; marketing, promotion and public relations; human resource management, including volunteer management; problem solving and decision making in the management context; stress management and conflict resolution; and quality assurance, best practice, benchmarking and evaluation approaches in management.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: Apply principles and practice of management in the recreation setting; Examine management theories, principles, approaches and techniques adopted in various facets of recreation; Specifically focus on key management issues, as they apply to recreation and sport management e.g. human resource management, financial controls, programs and services, marketing of human services and management strategies.

Class Contact: Equivalent to three hours per week.


Assessment: Individual project (1000 words) 30%; Applied management syndicate work-based learning project (2000 words) 35%; Take home examination 35%. All components of assessment must be satisfactorily passed.

AHR1202 RECREATION PROGRAMMING

Locations: Footscray Park.

Prerequisites: Nil.

Description: The unit of study will provide students with opportunities to learn about: the overall programming process; recreation programming models; the impacts of current recreation trends/issues; the impact of people’s life stages on likely recreation needs; the specifics of programming including needs assessment, program planning and operational factors, budget and locations; program evaluation and its use in planning, program settings and their effect on the program and creativity in programming; program publicity; promotion and marketing; the pricing of recreation programs and services; and the importance of recreation philosophy in program development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Apply the Rossman and Schlatter’s (2003) Program Development Cycle to recreation programs; Write a program plan; Conduct a needs assessment; Implement, as a member of a team, a recreation program; Demonstrate skills in recreation program evaluation.

Class Contact: Equivalent to three hours per week.


Assessment: Program plan (equivalent to 1500 words) 40%; Program activity - group presentation 20%; Unit examination 40%.

AHR1203 COMPUTERS IN RECREATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: The topics that will be applied to recreation settings include: computer technology and processes; impact of computing on lifestyles including recreation; windows platform processes (e.g. folders, copying files, printing); recreation wordprocessing (e.g. copy, cut, format, save), applications (e.g. reports, memos, letters, flyers); recreation spreadsheet (e.g. copy, cut, format, calculation, sheets, sorting, save), applications (e.g. membership lists; attendance records); accessing databases; recreation presentation applications (continuous slide show); and communication applications in recreation (e.g. email, web access).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the basic components and processes of computer technology; Use computer file management processes to create a functional computing work environment; Apply word (MSWord) processing to produce useful recreation documents eg. form letters, memos, flyers, merged documents; Apply spreadsheet programs (MSExcel) to information storage and manipulation eg. budgets, membership lists; Understand the application of database (MSAccess) management programs to store information; Apply presentation programs (MSPowerpoint) to develop presentation slides; Use computer based communication (emailer, MSFrontPage) systems to distribute and gather information; Understand the impact of computer technology on modern life, including recreation.

Class Contact: Equivalent to three hours per week including a weekly two-hour computer laboratory workshop.

Required Reading: Manuals on various computer programs. Lecturer-prepared collection of articles and chapters on the nature of computing and its impact

Assessment: Individual essay (1000 words) 20%; Examinations 30%; Exercises 50%.

AHR1204 DISABILITY AWARENESS AND RECREATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: The content of this unit of study includes: historical background of disability; clarification of values and attitudes toward disability; sociological, psychological and physical characteristics of individuals with disabilities; philosophical issues relevant to disability; inclusive leadership strategies; transfer and transportation techniques; inclusion, integration, mainstreaming and normalisation practices; duty of care; and safety issues.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand selected definitions, theories both sociological and psychological related to the disability sector; Understand personal and community attitudes towards individuals with a disability; Recognise and explore the various types of agencies that provide recreation and leisure services to people with a disability; Understand and appreciate the value of recreation and leisure for people with a disability.

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

Required Reading: ASC 2001, Give it a go: including people with disabilities in sport and physical activity, Australian Sports Commission, Belconnen, ACT. A specially prepared booklet on five modules incorporated into the course.

Assessment: Individual essay/report (1500 words) 25%; Quizzes 50%; Disability experience 10%; Work integrated learning 15%.

AHR1205 RECREATION CAREER DEVELOPMENT 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study introduces students to the career development program in recreation. Students will be introduced to recreation from a variety of sources including guest speakers working in the recreation industry, peer group presentations and web-based resources. The unit provides preparation to go on placement including: planning recreation 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 contract system; analysing and evaluating organisations and their programs; and self-evaluation of competency achievements and development while on career placement. Students find a suitable 70-hour career placement using a variety of sources eg. networking, the career placement board and career development database or guest speakers. Students will complete a 70-hour placement under supervision of appropriate industry supervisors and a comprehensive business report. An understanding of the contribution of recreation work experiences (throughout the course) to graduate career outcomes is
emphasised and reinforced by testimonies from recent graduates.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate awareness of all the career opportunities in the recreation and sport industry through powerpoint presentations, guest lecturers including past graduates, field visits and written resources provided during class time; Understand the importance of working part-time in the recreation industry while they are a student; Demonstrate better self-understanding in order to select a career within the recreation industry that matches their interests, preferred skills and perceived abilities; Interest and entering a position description and apply this information to a focused personal resume for a recreation position; Create a personal, focused, skill-based, achievement orientated resume; Network effectively to access the hidden job market; Establish contacts in the recreation industry; Conduct an information interview in order to better understand a recreation job that they are interested in finding more about; Apply job hunting skills to obtain a career placement in recreation; Write CPD contracts including being able to formulate and write placement learning objectives; Demonstrate completion of 70 hours of work experience in the recreation profession; Write an extensive four-part business report describing the context for the placement, tasks completed at the workplace, employability and core graduate attributes and skills developed as well as evaluating their own performance in the workplace.

Class Contact: Equivalent to one hour per week on campus using a variety of lectures and workshops and two hours in the field of recreation on placement.


Assessment: Attendance 10%; Successful completion of 70-hour placement that meets all requirements as set out on the placement contract as assessed by the agency supervisor 50%; Completion of a business report based on the placement (1500 words) 40%.

AHR2301 RECREATION SERVICES MARKETING

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study will introduce the concepts of marketing as a customer-focused process for the delivery of recreation services. Several models of marketing systems will be reviewed and applied in recreation industry settings. Specific marketing concepts including: marketing information systems, market segmentation and target markets, market mix, market controls and key performance indicators, development of marketing plans, relationship marketing and internet marketing will provide the focus for the unit.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Analyse marketing practices in recreation organisations; Present marketing strategies in an applied recreation setting; Apply marketing system concepts in the management and delivery of recreation services; Understand the process of marketing information systems in a recreation organisation; Apply the concepts of market segmentation and target market selection; Manage the elements of the marketing mix; Understand the development of the marketing plan; Apply marketing control and monitoring (evaluation) systems.

Class Contact: Equivalent to three hours per week.

Required Reading: McConville, RE 2002, Improving leisure services through marketing action, Sagamore, Champaign, Illinois.

Assessment: Applied marketing syndicate project (up to 1000 words per person in the syndicate) 35% (this assignment will require a work integrated learning approach (WIL) based at VU Aquatic and Fitness Centre or similar setting); Marketing review of a recreation or community service (2000 words) 40%; Final examination 25%.

AHR2303 OUTDOOR RECREATION

Locations: Melton.

Prerequisites: Nil.

Description: This unit of study includes: the natural environment, parks and the weather; activities for the outdoors; camping; outdoor clothing and equipment; planning outdoor excursions; safety and legal issues in the outdoors; leading outdoor activities; and managing outdoor programs.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Equivalent to three hours per week with one one-hour lecture and one two-hour workshop.


Assessment: Small groups detailed plan and post-field trip report (1500 words) 35%; Participant trip journal report for two activities 20%; Individual essay: philosophy and values of outdoor recreation (1500 words) 35%; Single outdoor recreation activity resource guide 10%.

AHR2304 RECREATION EVENT MANAGEMENT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study includes: the importance of cultural origins to society; basic principles and processes involved in designing, organising and delivering recreational events; an introduction to human resource management for events; teamwork and group processes that are integral to event delivery; hands-on experience of recreation event delivery from the concept design stage through to the planning, implementation and evaluation stages through industry-based projects at VU Aquatic and Fitness Centre, festivals and Federation Square; the logistics of working as part of a project team and within the context of a larger organisation; the role and importance of recreation events within the overall recreation industry; applying the principles of project management in a syndicate group project; and introduction to legal liability and risk management in relation to events.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the traditional role of diverse service providers in the celebration of special events and ceremonies; Understand the importance of site, venue and design in staging events; Understand core requirements in the management of successful recreation events; Understand the relationship between recreation programming theory and activity based programs and events.

Class Contact: Equivalent to three hours per week with one two-hour lecture and one one-hour tutorial.


Assessment: Individual essay (1500 words) 20%; Examination 25%; Program project 25%; Small group project 30%.

AHR2305 SOCIAL PSYCHOLOGY OF RECREATION

Locations: Footscray Park, Melton.

Prerequisites: Nil.
Description: This unit of study includes the following topics: psychological nature of leisure; determinants of leisure; nature of play; development, socialisation and play; leisure motives and motivation; leisure attitudes and values; immediate outcomes of recreation; long term outcomes of recreation; leisure constraints; and leisure boredom.

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, 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: Equivalent to three hours per week including weekly one-hour tutorials.

Required Reading: Mannell, RC & Kleinberg, DA 1997, The social psychology of leisure, Venture, State College, PA.

Assessment: Individual essay (1500 words) 30%; Examinations 45%; Small group presentation 25%.

AHR2401 RESEARCH AND EVALUATION IN RECREATION

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: The unit of study topics that will be applied to recreation settings include: research and evaluation processes; quantitative and qualitative research; measurement (validity and reliability); surveys and samples; descriptive quantitative analysis (central tendency, deviation); importance-performance analysis; interviewing and response recording; constant comparison coding analysis; strength and weaknesses analysis; data management and presentation; report writing; and research politics and ethics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate a basic understanding of the nature of leisure research and its application to recreation and evaluation of recreation services; Select and design basic research methods 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, 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: Equivalent to three hours per week including two hour workshops.


Assessment: Understanding and skills tested in mid-semester as well as on completion of studies. These include: Examinations 50%; Exercises 50%.

AHR2402 HUMAN RESOURCE MANAGEMENT IN RECREATION

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study will introduce a holistic approach and relevant concepts to people management, internal (organisation) and external (community) to the delivery of recreation services. A specific focus will be on human resource and volunteer management as it applies to recreation delivery. The unit will include: historical, overview, definitions, environment/social/philosophical dimensions of people management in recreation organisation and services; with a specific focus on human resource and volunteer management; acquisition of human resources: human resource planning, recruitment, interviewing, screening, selection process and practices, equal opportunity, workplace diversity; motivation of human resources: motivation and job satisfaction and enrichment, matching skills to role performance, stress management, burn out, and discipline; development of human resources: employee and volunteer orientation, induction, training, career and volunteer development, management and organisation development; maintenance of human resources: benefits and services, rights and responsibilities of management, employees, volunteers and the organisation, health and safety, and collective bargaining; development of effective, efficient and relevant human resource and volunteer management policies and strategies, including key result areas and performance management; supportive supervision, facilitation, mentoring and coaching of employees and volunteers in association with realistic management, administration, operational, and budget approaches to incorporate volunteers into the recreation organisation; roles and functions of a manager (co-ordinator) of volunteers; approaches to performance review and exit processes and practices; and evaluation and monitoring of people management within the organisation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Appreciate the historical, overview, definitions, environment/social/philosophical dimensions of people management in recreation organisation and services; Understand contemporary concepts and approaches to managing people in the delivery and management of 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 recreation settings through which volunteers work; Consider strategic management approaches that address the needs and the skills of employees and volunteers to perform their role effectively and efficiently; Create a partnership between employees and volunteers to ensure the delivery of positive recreation services within and external to the organisation.

Class Contact: Equivalent to three hours per week.


Assessment: Research paper (2000 words) 30%; Applied organisation/community investigation (group project) 35%; Human resource management plan 35%. All components of the assessment must be satisfactorily completed.

AHR2403 RECREATION FOR CHILDREN AND YOUTH

Locations: Melton.

Prerequisites: Nil.

Description: Topics for investigation are as follows: child development and adolescent development; current issues in working with children and young people; program design for children and young people; recreation services available for young people; special communication skills for children and youth; moral and ethical considerations associated with provision of recreation for young people; working with young people with additional needs; inclusive programming models; and observation techniques.

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; Identify 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: Equivalent to three hours per week.


Assessment: Facility visit practical and worksheet 10%; Child observation practical and worksheet 10%; Case study essay (1500 words) 30%; Group paper (3000 words) 40%; Presentation 10%.

AHR2404 RECREATION AND COMMUNITY DEVELOPMENT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study includes: an introduction to community development history and philosophy; an overview of Australian society and the various groups represented; an introduction to collaborative project-based work; strategies used in community development; case studies in community development in the urban sector; regional and rural communities and community development; marginalised and diverse community groups in society; community development and its applicability to the recreation field; case studies of community development models using recreation; community building using recreation, arts and community development; community development and diverse cultural communities; and an understanding of group dynamics and collaboration.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand the theory and philosophy of community development;
- Understand the strategies used in community development projects;
- Appreciate and respect marginalised and diverse groups of people in society;
- Apply the processes of group dynamics and collaboration.

Class Contact: Three hours per week made up of a one-one hour lecture and one two-hour tutorial.


Assessment: Individual essay: profile of a community development (1500 words) 20%; Mid-term exam 20%; Small group project and presentation 35%; Final exam 25%.

AHR3025 AQUATIC ACTIVITY A

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study is designed to provide students with a comprehensive knowledge of the sport of swimming. The unit will also provide students with the opportunity to earn the AustSwim Teaching Certificate.

Credit Points: 12

Learning Outcomes: To be advised.

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

Required Reading: AustSwim Manual.

Assessment: Assignments, resource file, research, 25%; Examination 25%; Practical skills assessment 25%; Progress and participation 25%.

AHR3501 LEGAL ISSUES IN RECREATION

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study will cover the following topics: recreation planning and policy and its connection with recreation quality; recreation planning in a domestic context; law and the regulation of recreation; law and the regulation of recreation, solicitor or corporation, voluntary associations; disputes, litigation, adversarial procedures and other resolutions; regulation by statutory authorities; contracts; their nature, maintenance and breaches; negligence and other liability in tort; criminal liability and statutory offences; employment law and occupational health and safety; discrimination laws - free and equal access; and dealing with various legal practitioners.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate familiarity with the range of legal responsibilities in a variety of recreation settings;
- Understand the implications of the law in a range of recreation settings;
- Minimise risk and manage the 'duty of care' in recreation settings.

Class Contact: 2.5 hour seminar each week.

Required Reading: Collection of papers and cases prepared by lecturer.

Assessment: Test, Mid-semester test, 15%. Essay, Major essay (1500 words), 30%. Project, Small group tutorial project: legal issues in recreation, 20%. Examination, Examination, 35%.

AHR3502 RECREATION PLANNING AND POLICY

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study will cover the following topics: recreation planning and policy context; recreation planning's impact on urban, regional, state and National planning; 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 will be able to:
- Develop, analyse and review existing recreation planning projects;
- Understand a range of planning techniques and apply them to recreation planning and policy context;
- Interpret and explain government policy as it relates to recreation planning.

Class Contact: 2.5 hour seminar each week.


Assessment: Report, Written report: Recreation planning project brief (1500 words), 35%. Report, Written report: design and explanation of a community survey (1200 words), 35%. Project, Group project: critique of existing recreation plan (1000 words per student), 30%.
AHR3503 LEISURE AND AGEING

Locations: Melton.

Prerequisites: Nil.

Description: The content areas to be covered in this unit of study include: sociological, psychological and physiological characteristics of older adults; global demographic trends with particular reference to the social, economic and political implications for the aged population in multicultural Australia; the impact of retirement; individual variations in aspirations, needs, interests and functional abilities; programming models which can be used to plan, develop, implement and evaluate recreation programs for older adults; the role of physical, mental and social activities in the promotion of wellness for older adults; the changing roles and importance of leisure in the life-cycle; and the community resources for the aged at the local, state and national levels.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the changing role and importance of leisure in the life-cycle and in the promotion of wellness; 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; Demonstrate knowledge of resources available to the aged community at the local, state and national level; Demonstrate knowledge of the sociological, psychological and physiological characteristics of the aged; Plan, develop, implement and evaluate recreation opportunities and environments for older adults.

Class Contact: 2. 5 hour seminar each week.


Assessment: Assignment, Individual written assignment (1500 words), 33%. Other, Work integrated learning, 33%. Other, Quizzes, 34%.

AHR3504 RECREATION FINANCIAL MANAGEMENT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will cover the following topics: function of financial management; costs of delivering recreation services; practical budget processes; sources and uses of funds; setting fees and charges; capital project planning; cash flow management; financial statement analysis; and financial control and performance indicators.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Establish recreation budgets for recreation activities and overall programs; Understand financial management principles and apply the principles in a recreation setting; Generate funds for recreation programs via fees and outside funding sources; Understand how financial management is incorporated in the day-to-day operations of a recreation setting; Identify key performance indicators that relate to the recreation activities and programs.

Class Contact: 1. 5 hour lecture and 1 hour tutorial each week.

Required Reading: A Case Study Manual will be available through the Bookshop,

Assessment: Other, Activity budget, 30%. Project, Funding application: team project, 15%. Other, Program budget, 30%. Other, Cash flow analysis, 25%.

AHR3601 GRADUATING PROJECT

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study will include: current and emerging issues facing recreation; social and political contexts of the provision of recreation; professionalism in recreation; professional recreation organisations; managing change; continual professional development; continuing professional development (keeping professional journals); the research and development cycle; and professional presentation of research and development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the roles of recreation organisations and associations and their recreating clients in current and emerging social and political contexts; Appreciate the functions of professional recreation leaders and managers, the recreation profession and professional recreation associations; Consider a set of professional positions based on sound rationales on various challenging social and recreation issues; Creatively apply and integrate ideas that will enhance the professional standing of individuals and the recreation industry; Maintain a sense of commitment to the development of the recreation profession.

Class Contact: 2. 5 hour seminar each week.

Required Reading: Recreation Career Development Manual Vic Univ Sport and Exercise Science staff Recreation Career Placement Report Writing Guidelines Vic Univ Sport and Exercise Science staff

Assessment: Individual essay (1500 words) 35%; Small group presentation of research and development product 35%; Contributions to web-based discussions 30%. Essay, Individual essay (1500 words), 35%. Presentation, Small group presentation of research and development product, 35%. Other, Contributions to web-based discussions, 30%.

AHR3602 RECREATION CAREER DEVELOPMENT 3

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 (WIL) experiences, part-time/casual employment experiences and units studied during the course. This map provides students with sufficient information to identify a career goal and design an action plan to reach this goal. 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; and job interviews. Students are encouraged to strategically locate themselves in a workplace that will provide experience, networks and possible employment opportunities aligned to their career goals. Students will develop recreation administration or leadership skills in their supervised placements.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate better self-understanding in order to select a career within the recreation industry that matches their interests, competencies and perceived abilities, personality and career values; Create a personal, focused, skill-based, achievement orientated resume; Make contacts in the recreation industry and conduct information interviews in order to better understand a recreation job they are interested in finding more about; Establish ongoing mentoring relationships; Develop competencies, achievements and networks by completing a 175-hour placement in the recreation industry.

Class Contact: Equivalent to one hour per week classroom learning and 200 hours in the field on placement.

Required Reading: Recreation Career Development Manual Vic Univ Sport and Exercise Science staff Recreation Career Placement Report Writing Guidelines Vic Univ Sport and Exercise Science staff
AHRI3603 LEISURE EDUCATION AND LEISURE COUNSELLING

Locations: Melton.

Prerequisites: Nil.

Description: This unit of study will introduce the concepts of leisure education and leisure counselling by exploring the following topics: overview of contemporary counselling/helping theories, models and practice; use of counselling/helping role and facilitation of the recreation professional to impact on the individual, group and organisation; counselling/helping techniques, action strategies and skills; group dynamics: expanding the potential of the individual through the role of group dynamics behaviour, group processes and therapeutic value; role of the recreation professional in relation to counselling/helping, facilitation, advocacy, resource indicator, helper; values clarification: professional, personal and organisational, social, environmental and personal issues and the role of counselling/helping; human life-cycle, lifestyle, life development and life concerns; overview of leisure education: theories, models and practices; leisure education and the role of the recreation professional; innovative approaches to practical strategies of leisure education implementation; and the relationship between leisure counselling and leisure education to recreation programming and leadership.

Credit Points: 12

AHRI4431 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: 48
AHR4432 HONOURS THESIS (PART-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: The Honours thesis is designed to be an educational experience that gives the student the opportunity to conceptualise, design, implement and evaluate a specific research project related to recreation management. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline's body of knowledge. The broad aim of the unit is to promote the development of the student as an independent researcher. The specific aims are to develop and use the skills necessary to conduct a research project and present a formal written thesis. The student should be able to generally display the resourcefulness and academic rigour required of an independent researcher. More specifically, the student should be able to: identify/construct a research problem or issue; review the relevant literature; determine appropriate methods (including ethics) to study the problem; collect and analyse data, using suitable quantitative, qualitative or other appropriate methods and techniques; report the results, discuss the results in the context of the review of literature, draw conclusions, evaluate the process undertaken and make recommendations for future research and for practice; and present the whole process clearly and accurately in a formal thesis normally between 7000 and 15,000 words.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: Conduct a research project; Present a formal written thesis.

Class Contact: The research process will be monitored by regular meetings with the supervisor in light of the agreed-upon research proposal. On the advice of the supervisor, students may be required to undertake coursework studies to acquire or develop the knowledge and skills required to successfully complete the thesis.

Required Reading: To be advised by lecturer.

Assessment: The final thesis will be examined by two academics with expertise in the specific area of the research. These may be internal or external to the School or the University and will not include the supervisor. This examination will constitute 100% of the assessment. Each examiner will independently recommend one of the following outcomes to her/his assessment of the thesis: a pass (with an appropriate letter grade) without further examination; pass (with an appropriate letter grade) unit 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, Sunbury.

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 that examines a major international sports federation, league, circuit or event, 50%. Presentation, Tutorial participation involving presentation and group leadership, 30%. Examination, Issues paper that examines the background to a problematic feature of international sport, 20%.

AHS0051 MANAGING SPORT FUTURES

Locations: Footscray Park, Sunbury.

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; cybercrop; virtual fitness; virtual billboards and post-electronic advertising; artificial intelligence; and the challenge of new disabilities. Finally, practices for managing the postmodern scene will be developed for athletes, spectators, coaches and others working and playing in the postmodern sport arena.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate written and verbal understanding of postmodern theories of the person, society, technology and sporting communities and practices; Identify management opportunities and perspectives within the postmodern, technologically and environmentally challenged and changing global sports context.

Class Contact: 1. 5 hour lecture and 1 hour tutorial each week

Required Reading: Sport and postmodern times, Rail, G 1998, SUNY, New York.

Assessment: Project, A major project, 50%. Participation, Participation in workshop activities, 30%. Other, Submission of issues paper, 20%.

AHS0052 SPORT TOURS AND TEAM ITINERARY PLANNING

Locations: Footscray Park, Sunbury.

Prerequisites: Nil.

Description: This unit of study begins with an analysis of frameworks and classifications for understanding the nature of sport team itinerary planning, and the leading of sport tours. It then details the major supply and demand descriptors. The characteristics of the sport tour and team itinerary experience are described and analysed. The major social, economic, ecological, health and political issues related to team travel and sport tours are submitted for critical analysis. Attention then falls on the Australian scene wherein sport tours and team itinerary planning is placed in historical context. A special focus is put on the role of government in supporting and promoting team travel and sport tours. Management, marketing, planning and policy development strategies and skills are detailed. Case studies will be used throughout. Local cases include: national championships, the Australian Tennis Open, AFL Grand Final, Melbourne Cup, Olympic and Commonwealth Games, World Masters Games and the Melbourne Festival. Overseas cases include: World Championships, Wimbledon Tennis Open, Tour De France, the Gay and Lesbian Games, World University Games, the Superbowl, and selected sport sites of historical significance.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students should be able to: Understand the increase in sport tourism and the growing attention of industry, government and research in this field; Define understanding of the concepts of sport, tourism and sport tourism; Highlight the major segments of sport tourism, including active, event and nostalgia sport tourism, as well as the capacity to provide specific examples of each; Understand how interdisciplinary research can advance the understanding of sport tourism as an academic subsequent and an industry sector.

Class Contact: 1. 5 hour lecture and 1 hour tutorial each week


Assessment: Project, A major project, 60%. Other, Seminar paper, 20%. Presentation, Class presentation, 20%.

AHS0053 BUSINESS TOPICS IN SPORT ADMINISTRATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will cover specific sport management competencies that will enhance the professional skills of students. Topics will be rotated to take into account student interest, current problems facing the sport industry, and emerging skill requirements. Topics will include: statistics packages for sport managers; consumer behaviour in sport; stadium design for sport leagues and mega-sport events; managing sport crowds; and strategies for community sport development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Identify key trends in global sport management; Understand the emerging skill requirements in the commercial and community sport sectors; Demonstrate new found proficiency in a specific field of sport management; Explain how this proficiency can improve the overall effectiveness and efficiency of sport events, facilities, associations and leagues.

Class Contact: Lectures: 12 x 1. 5 hours; Tutorials: 12 x 1 hour for one semester.

Required Reading: The business of sports: texts, cases and strategies, Thomson, Stamford.

Assessment: Field visits: 10 hours.

AHS0054 SPORT GAMING AND GAMBLING

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to provide students with a social, cultural, historical and commercial framework within which the development of sport, gaming and gambling in Australian culture may be understood. It begins with an historical overview of sport and gambling and then examines a number of themes and issues such as: the social impact of gambling; electronic gaming and betting; match fixing; and bribery and corruption in sport. Special attention is given to gaming and gambling as they relate to the horse racing industry, Australian Rules football and international cricket. Theories and models of ethnographic research are also discussed, and as part of the unit requirements, students will be expected to undertake a fieldwork/observation project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Display an understanding of the development of gambling and gaming as a major factor in Australian sport; Critically discuss and research (with a particular emphasis on ethnography) aspects of sport, gaming and gambling in an Australian context (ie. communicate effectively as a professional and a citizen, and be able to locate, evaluate, manage and use information effectively); Bring historical knowledge to bear upon the understanding of current issues associated with sport, gaming and gambling from a global perspective (ie. be an effective problem-solver in a range of settings, including professional practice and work, both autonomously and collaboratively as a professional).

Class Contact: Lectures: 12 x 1. 5 hours; Tutorials: 12 x 1 hour for one semester.


Assessment: Submission of issues paper, 20%.

AHS0055 COMPARATIVE STUDIES IN SPORT AND PUBLIC POLICY

Locations: Footscray Park, Sunbury.

Prerequisites: Nil.

Description: This unit of study begins with a consideration of the transformation of Australian sport over the last 50 years. A range of theoretical perspectives will be used to analyse these changes. These perspectives involve a neo-Marxist approach, a pluralist approach, and a managerialist approach. The unit will then discuss and explain a number of the turning points in Australian sport policy. Current government policies on sport will be reviewed, and the impact of these policies on sport development will be analysed. Australian sport policy will be contrasted with sport policy in Great Britain, New Zealand, North America and Europe. The unit will end with a detailed discussion of how changes in policy can be used to manufacture/engineer different forms of sport development and sport structures.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Explain how government policy is formulated and implemented within a sport context; Identify the benefits that arise from government involvement in sport; Explain how different political ideologies influence sport policy; Provide a detailed history of Commonwealth Government sport policy; Critically review current Commonwealth Government sport policy; Compare and contrast Australian sport policy with the sport policy of other countries.

Class Contact: 1. 5 hour lecture and 1 hour tutorial each week


Assessment: 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 the role of the Pool Lifeguard; Describe the major areas of safety and risk management; Explain the importance of pool surveillance and life guarding; and describe the aquatic emergency care procedures.

Assessment: Examination, Practical, Assignment (for the Pool Lifeguard Award), Research Paper (on the formation of a pool facility), 45%. Examination, Theory, practical, examinations (for the Pool Lifeguard Award) (800 words) , 25%. Research Paper, Research paper (on a central aspect of management of an aquatic 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 social, political and economic influences on sport policy; Understand the role of sport policy in the formulation and implementation of sport in society; Understand the ways in which sport policies connect with state and local government sport policies; Compare and contrast national, state and local government sport policies; Understand the ways in which Commonwealth sport policy is formulated and implemented; Understand how government policy is formulated and implemented within a sport and recreation business environment. The operational issues involved in the governance of a small recreation business are explored.

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 facility) (2000 words), 30%.

AHS0114 FOOTBALL STUDIES

Locations: Footscray Park, Sunbury.

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 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).

Assessment: Exercise, Archival field trip report (250 words), 15%. Research Paper, Research paper (2,000 words), 60%. Examination, Final examination (1.5 hours), 25%. Total effective word limit 3000 words.

AHS0131 RECREATION ENTREPRENEURSHIP

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study outlines the application of management techniques in a small recreation business environment. The operational issues involved in

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.
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 of study will provide students with an overview of strategies and techniques that can be used to create inclusive recreation opportunities and environments. It will include: an overview of contemporary inclusive practices; recreational needs and interests of diverse populations; barriers and constraints facing recreation participants; and strategies needed to plan, develop, implement and evaluate inclusive recreation opportunities and environments. It will present students with the opportunities to utilise the skills they have acquired in Recreation Activity Leadership and Sport and Recreation Programming. The unit will be a complementary unit to Disability Awareness, Community Development, Ageing and Leisure and Children and Youth Recreation as well as build upon the knowledge, skills and abilities acquired from these units.

Credit Points: 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:
- Demonstrate an understanding of the value and need for inclusive recreation; Demonstrate an understanding of diverse population groups including multicultural groups, individuals with disabilities, older adults, alternative lifestyle groups and the invisible groups in society such as the homeless; Develop, implement and evaluate inclusive recreation activities and experiences; Apply key inclusive recreation practices; Express personal and professional philosophies for the provision of inclusive recreation.

**Class Contact:** Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field work: 20 hours.

**Required Reading:** Celebrating inclusion and diversity in leisure, Patterson, I & Taylor, T (eds) 2001, H&A Leisure Planning, Williamstown, Victoria.

**Assessment:** Other, Quizzes (600 words, 40%). Project, Individual project (WIL) (1200 words), 30%. Project, Group project (WIL) (1200 words per student), 30%.

**AHS0141 BUSHWALKING LEADERSHIP**

**Locations:** Footscray Park.

**Prerequisites:** AHS012 - THEORIES OF OUTDOOR EDUCATION

**Description:** This unit of study complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. In this unit students will develop: lightweight camping skills, planning and logistics, facilitation and leadership skills to participate in and conduct day and extended overnight bushwalks. They will gain sound knowledge of the theories and modes of instruction of bushwalking and an understanding of the physical, mental and social demands of bushwalking and lightweight camping. Caring for, and appreciation of, the bush environment through the utilisation of minimal impact practices and industry-accepted standards will be emphasised.

Credit Points: 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:
- Plan, implement and review day and extended overnight bushwalks; Effectively manage groups in a range of environments through an understanding and application of leadership and group interaction theories; Demonstrate effective minimum impact approaches to bushwalking and the importance of sustainable practices in the bush environment; Select appropriate equipment for each bushwalk, and provide appropriate instructional techniques to ensure safe outcomes.

**Class Contact:** Lectures: 12 x 1 hour; Tutorials: 12 x 2.5 hours; Camp-based: 200 hours.

**Required Reading:** Bushwalking and mountaineering leadership, Virgin Bushwalking and Mountaineering Leadership Training Advisory Board 2002, Department of Sport and Recreation, Melbourne.

**Assessment:** Practicum, Practical skills and fieldwork (WIL) (1500 words), 50%. Assignment, Written assignments/presentations (1500 words), 50%.

**AHS0144 THEORY AND APPLICATION OF ROCK CLIMBING**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. This unit will introduce students to the activity of rock climbing covering a brief history of its development and explaining the different styles of climbing that exist today. The unit focusses 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.

**Required Reading:** The risk management document: strategies for risk management in outdoor and experiential learning, Dickson, T & Tungwell, M 2000, ORIC, Sydney, Effective leadership in adventure programming Priest, S & Gass, M 2005, 2nd edn, Venture Publishing, State College PE.

**Assessment:** Practicum, Practical skills and field work (WIL equivalent) (1500 words), 50%. Assignment, Written assignments/presentations (1500 words), 50%.

**AHS0145 THEORY AND APPLICATION OF SNORKELLING**

**Locations:** Footscray Park.

**Prerequisites:** Nil.
Description: This unit of study complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. 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 hour; 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, Melton.

Prerequisites: AHS0141 - BUSHWALKING LEADERSHIP

Description: This unit of study complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. This unit will enable students to apply their understandings of winter alpine environments and theories associated with travel, living and safety experientially. They will gain skills in ski touring and snow camping based on biomechanical analysis of techniques and theories of heat loss and retention. Understanding of the unique alpine environment and the sciences of the complex weather and geological patterns that create it will be applied. Minimal impact practices to ensure sustainability will also be a major focus of this unit. As well, students will develop an appreciation of the physical, mental and social demands and benefits of these activities.
AHS0247 THEORY AND PRACTICE OF ACTIVITY BASED COASTAL INTERPRETATION

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study is designed to provide students with a thorough and comprehensive understanding of the requirements of facilitating experiential activities in a coastal environment. Students will encounter a range of specific coastal-based activities and the skills required to travel and camp safely in remote locations. Students will be required to demonstrate a range of skills that relate to self and group maintenance in the outdoors and will display a sound understanding of leadership and group management theories as they relate to the adventure programming experience.

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


Assessment: Practicum, Practical skills and field work (WIL equivalent) (1500 words), 50%. Assignment, Written assignments/presentations (1500 words), 50%. Students will be supplied with required readings upon commencement of the unit.

AHS0248 THEORY AND APPLICATION OF MOUNTAIN BIKE LEADERSHIP

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. It also provides students with the opportunity to satisfy the Department of Education and Training requirements for Bike Ed and Cycle On qualifications. This unit will develop the students’ ability to safely lead cycling trips of various kinds in a variety of environments. The unit will, after consideration of the mechanical and biomechanical principles of cycling, present students with a range of opportunities to develop their cycling skills both on and off road. They will develop an understanding of relevant cycling rules and regulations (based on state and local laws) and common industry best practice which takes into account environmental issues. Students will be presented with a range of situations through which they will be able to explore safe group leadership, risk management and the facilitation of safe mountain biking trips. The unit focus is the use of mountain biking as a recreational activity and educational tool for groups within the community.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate practical teaching and facilitation strategies in relation to leading groups in a variety of environments; Apply leadership and group management theories related to mountain bike leadership; Understand risk management theory and practice related to the safe conduct of mountain biking experiences; Perform basic safety checks and maintenance on bicycles; Ensure the safe management of groups and individuals; Demonstrate enhanced cycling skills and experience, and develop an understanding of the efficient biomechanics of cycling; Express an appreciation for the bush environment, environmental issues and sustainability practices related to mountain biking; Understand cycling common practice and the law.

Assessment: Practicum, Practical skills and field work (WIL equivalent) (1500 words), 50%. Assignment, Written assignments/presentations (1500 words), 50%.

AHS0249 THEORY AND PRACTICE OF ADVENTURE PROGRAMMING

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study complies with industry standards and requirements as established by the National Outdoor Leadership Registration Scheme and the Adventure Activity Standards. In this unit emphasis will be on developing specific leadership experience with adventure/recreation programs, as well as examining critical leadership and program design elements. Personal leadership skills and styles will be developed. The unit will integrate adventure-based experiential learning theories, models and concepts with the skills of adventure programming and implementation and the safety procedures necessary to lead the activities. Specific areas of the application of adventure therapy will also be considered.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Apply skills in the selection and facilitation of adventure-based learning activities; Utilise specific leadership theories and techniques in adventure-based learning; Utilise debriefing, transference and processing theories and skills; Appropriately apply the processes and theories of providing feedback; Conduct a needs assessment for successful adventure-based program design; Employ techniques in managing group safety during activity participation.
Class Contact: Lectures: 12 x 1.5 hour; Tutorial: 12 x 2 hours; Camps: 90 hours.

Required Reading: Exploring islands of healing: new perspectives on adventure based counselling, Schoel, J & Maizell, R 2002, Project Adventure, Beverly, MA.

Assessment: Practicum, Practical skills and fieldwork (WIL equivalent) (1500 words), 50%. Assignment, Written assignments/presentations (1500 words), 50%.

AHS0283 FIELD EXPERIENCE
Locations: Sunbury, Other.
Prerequisites: Nil.
Description: Field experience aims to provide students with the opportunity to place their acquired theory and knowledge into a relevant and practical context through application.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Provide students with valuable practical experience in sport that can be recorded in their resume and discussed during future job interviews; Enhance the employability of students in the sports industry through experience gained, and skills developed, during a 105-hour placement; Further develop each student’s network of sport industry contacts; Reinforce or add to each student’s prior knowledge of online learning and communication techniques.

Class Contact: 1 hour seminar
Required Reading: To be advised by lecturer
Assessment: Report, Placement Report, 100%.

AHS0290 DIRECTED STUDY
Locations: Footscray Park, Melton.
Prerequisites: Nil.
Description: This unit of study will cover a range of areas in the field of recreation, sport or education negotiated by the students and the supervisor. Examples of likely ways in which study may be directed include the following: critical reviews/papers; annotated bibliography; instrumentation design; pilot projects; performance pieces; facility or program development; facility or program critique; policy analysis etc.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Negotiate their topic with an appropriate lecturer/supervisor to develop a formal written contract detailing the scope of their proposal for directed study. Theoretical outcomes and practical outcomes, will be specified in this contract, the regular contact requirements and the progressive assessment.

Class Contact: Regular contact must be negotiated in the contract with the individual student.
Required Reading: To be advised 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: Sunbury.
Prerequisites: Nil.
Description: The Reading Unit is designed so that students are able to immerse themselves in a body of literature in a specific field related to sport administration.

Students develop the requisite skills to review, analyse, synthesise and summarise academic literature.

Credit Points: 24

Learning Outcomes: To be advised.
Class Contact: The Reading Unit research process will be monitored by regular meetings with the supervisor in light of the agreed-upon Reading Unit proposal.
Required Reading: To be advised by the supervisor in consultation with the student.
Assessment: 5000 word critical review of literature 100%.

AHS1012 THEORIES OF OUTDOOR EDUCATION
Locations: Footscray Park, Melton.
Prerequisites: Nil.
Description: This unit of study will consider the history, philosophy and theoretical applications of outdoor education. It will explore the relationship between humans and nature, and the opportunities for personal growth through outdoor education programs. The concepts of leadership, safety, group management, program design and organisation will be introduced.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Critically analyse the past and future direction of outdoor education; Consider by application, the role of adventure in developing human potential and environmental understanding; Demonstrate knowledge and skills of lightweight camping; Interpret experiences of a range of outdoor education activities.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field time: 48 hours.
Required Reading: Victorian Bushwalking and Mountain Craft Training Advisory Board 2000, Bushwalking and mountain craft leadership, Department of Sport and Recreation, Melbourne, Victoria.
Assessment: Practicum, Practical skills and field work (1000 words), 30%. Assignment, Written assignments/presentations (2000 words), 70%. Students will demonstrate a range of skills that relate to self and group maintenance in the outdoors.
Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relate to an aspect of their studies. The findings of their research will be presented to their peers.

AHS1013 OUTDOOR SAFETY SKILLS
Locations: Melton.
Prerequisites: AHS1012 - THEORIES OF OUTDOOR EDUCATION
Description: This unit of study will examine issues relating to the safe conduct of outdoor education experiences from a range of perspectives. Students will develop their understanding of group management in dynamic environments, documentation, review procedures and the implementation of appropriate safety skills, as applied to a variety of environments and settings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Use processes to identify and manage potential risks for individuals and groups in the outdoors; Complete pre-trip planning and evaluation of potential risks; Understand personal risk assessment; Apply and evaluate risk assessment procedures to a range of outdoor educational and recreational activities.

Class Contact: Seminars: 12 x 2.5 hour; Camps: 120 hours.
AHS1015 ENVIRONMENTAL INQUIRY

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will explore the interdependent relationship between humans and the environment with the focus on education for the environment. The aim is to foster a deeper understanding of the concepts of ecological sustainability and the conservation of natural and urban environments through inquiry and practical application.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Further explore, through analysis, their personal relationship with urban and non-urban environments; Further explore, through analysis, the broad human relationships with urban and non-urban environments; Investigate ecological relationships within different environments; Apply their understandings of environmental interpretation in practical situations; Understand different ecological cycles.

Class Contact: Seminars: 12 x 2.5 hour; Field days: 16 hours.

Required Reading: Current articles as specified by the lecturer.

Assessment: Practicum, Practical skills and field work (1000 words), 30%. Assignment, Written assignments/presentations (2000 words), 70%. Practical skills and field work - Students will demonstrate a range of skills that relate to self and group maintenance in the outdoors.

Written assignments and presentations are developed in conjunction with fieldwork investigations. Students will negotiate an area of environmental inquiry that relates to an aspect of the fieldwork. The findings of their research will be presented to their peers.

AHS1016 LEADERSHIP IN THE OUTDOORS

Locations: Footscray Park.

Prerequisites: AHS1012 - THEORIES OF OUTDOOR EDUCATION
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.

Required Reading: The risk management document: strategies for risk management in outdoor and experiential learning, Dickson, T & Tungwell, M 2000, ORIC, Sydney.

Assessment: Practicum, Practical skills and field work (WIL equivalent) (1500 words), 50%. Assignment, Students will demonstrate a range of skills that relate to self and group maintenance in the outdoors. Written assignments/presentations (1500 words, 50%)

AHS1017 CONTEMPORARY OUTDOOR RECREATION ISSUES AND TRENDS

Locations: Footscray Park,Melton.

Prerequisites: Nil.

Description: This unit of study will introduce students to outdoor recreation/adventure tourism and the role of outdoor adventure pursuits in meeting the diverse needs of the community. Students will further develop their understanding of the principles of leadership, legal liability, planning and programming, clothing and equipment, and skills development in the outdoor adventure context. The unit will also touch on the breadth of outdoor recreation activities and opportunities available in today’s society. Students will consider current trends, the development of an outdoor recreation-related philosophy, and how outdoor recreation/adventure tourism can be used in shaping people’s values and attitudes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate satisfactorily, the skills and techniques involved in participating in, and planning, safe, responsible and meaningful outdoor adventure programs; Compile appropriate industry-related information to make sound planning decisions; Understand, through analysis, the current social, political and environmental trends that influence outdoor recreation planning and adventure tourism decisions; Apply appropriate theoretical models to generate suitable outcomes for diverse client groups.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours; Field time: 48 hours.


Assessment: Assignment, Detailed plan and post-trip report for one outdoor activity (1200 words), 40%. Report, Participant trip log/report for two activities (800 words), 20%. Essay, Philosophy and values of outdoor recreation (1200 words), 40%.

AHS1018 EXPEDITION LEADERSHIP

Locations: Footscray Park.

Prerequisites: AHS1014 - BUSHWALKING LEADERSHIP
AHS1016 - LEADERSHIP IN THE OUTDOORS

Description: This unit complies with industry standards and requirements as established by the Adventure Activity Standards administered by the Outdoor Recreation Centre. In this unit students will develop and apply leadership skills developed in other core and stream units to extended outdoor expeditions. There will be a focus on the theory and practice of 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.


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: AHS1014 - BUSHWALKING LEADERSHIP

AHS1016 - LEADERSHIP IN THE OUTDOORS

Description: This unit of study aims to challenge students’ understanding of their world and to compare western philosophies with a range of other philosophical approaches. Eco-psychology, social ecology and adventure therapy approaches to the outdoors experience will also be discussed. Students will explore the evolution of environmental consciousness, including the consequences of urbanisation. Issues of social justice, gender and accessibility to outdoor education will be explored. This unit of study also aims to encourage students to develop a philosophical understanding of the implementation of outdoor education programs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand philosophical perspectives relating to outdoor and environmental education; Construct a personal and professional commitment and philosophy which reflects values, ethics and morality in relation to experiences in the outdoors; Address issues relating to society and the environment in a socially critical manner; Understand current ethical issues in outdoor education/recreation; Plan and implement practical outdoor programs based on a sound theoretical basis.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours; Field time: 60 hours.


Assessment: Other, Practical skills and field work (1500 words), 50%. Assignment, Written assignments/presentations (1500 words), 50%. Practical skills and field work - students will demonstrate a range of skills that relate to self and group maintenance in the outdoors.

Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relate to an aspect of their studies. The findings of their research will be presented to their peers.

AHS1100 INTRODUCTION TO SPORT AND RECREATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: Introduction to Sport and Recreation is a foundation unit that provides students with knowledge and information that are important for all professionals in the sport and recreation industries. The unit creates the foundation for much of what is covered in other units and applied throughout graduates’ careers. The unit aims to provide students with an understanding of the breadth and depth of the field of sport and recreation. The unit assists students to develop a personal and professional philosophy about sport and recreation service delivery. Students will gain an understanding of the development of sport and recreation in Australia and globally, the structure and role of government in sport and recreation policy, and an understanding of current political issues in the field.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Explain the range of sport and recreation services in Australia and explain how these services fit within the wider political, governmental and community context; Understand selected definitions, theories and philosophical concepts related to sport and recreation; Understand the role of government and its agencies in influencing the structure and development of sport and recreation in Australia; Locate credible references and use this information to write a report about a contemporary sport or recreation issue; Undertake a group project that increases students’ appreciation of the breadth and depth of sport and recreation services available to them and forms the 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 1.5 hours; Tutorials: 12 x 1 hour; Field work: 10 hours.


Assessment: Report, Issues report. Review contemporary sport and recreation literature on a specific topic of interest to the student (2000 words), 35%. Project, (WIL) (600 words per student), 25%. Test, Tests: to demonstrate understanding of key concepts. (500 words), 40%. (This project will require students to experience a diverse range of sport and recreation programs and services; share these experiences within their group as well as relate these experiences to the broader content of the unit (WIL) 600 words per student.

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 utilized 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
AH3102 COMPUTERS IN SPORT AND RECREATION MANAGEMENT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study seeks to provide students with understandings and skills in the application of basic computer programs to sport and recreation administration and leadership tasks. The unit will demonstrate to students the benefits of computing to the management of recreation and its impact on society. Students will develop an electronic portfolio of recreation-oriented computer application files that will facilitate the storage, manipulation and presentation of information. Skills acquired in the unit will assist in the study of most units of the course (e.g. word processing and slide presentations) but particularly studies of financial and research aspects of sport and recreation through spreadsheet skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand the basic components and processes of computer technology; Use computer file management processes; Use word processing 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 word processing, 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%.

AH3103 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 leadership and administration. 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 how to use demographic information to target specific age groups for programming.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand current issues relating to programming for children and young people; Appreciate the value of inclusive programming; Demonstrate clear strategies for achieving inclusive programming; Understand different program structures that can be employed in working with children and young people; Understand the ethical and moral considerations involved in working with children and young people.

Class Contact: Lectures: 12 x 1 hours; Tutorials: 12 x 1.5 hour; Field work: 3 hours.

Required Reading: Recreation and youth development, Witt, PA & Caldwell, LL 2005, Venture, State College, PA. 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%.

AH3106 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%.

AH3107 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: Sport in society: issues and controversies, Coakely, J 2001, 7th edn, McGraw Hill, Boston, MA, A Book of Readings for Sport, Leisure and Society will be made available to students.

Assessment: Other, Tutorial readings (1000 words), 25%. Other, Ethnography or autobiographical sociological study of sport and leisure involvement (alternating years) (WII) (1500 words), 35%. Examination, End-of-semester examination. Content of unit (500 words, 40%. Ethnography: an essay about a public space used for sport or leisure based on observation and relating type of usage (eg. gender, activity type, ethnicity, social status) to time and an explanatory sociological concepts or theories. Autobiographical sociology of sport and leisure involvement: an essay telling the story of the student's life featuring their sport and leisure involvement focusing on the many social dimensions (eg. family life, schooling, socioeconomic background, gender, ethnicity, race, sexuality) that shape life and life choices.

AHS1111 SPORT HISTORY AND CULTURE

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to provide students with a social and cultural framework within which the historical development of Australian sport can be understood. The first part of the unit therefore provides an extended historical overview of the development of sport in Australia from Aboriginal occupation to the late 20th century. The second part of the unit then looks in detail at a number of sports as specific case studies. Special emphasis is given to the development of sport in the Federation era and in the decades immediately following World War II. In this unit, special attention is given to the academic skills of reading, writing and research, complementing the instruction provided in other units.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Understand the origins of Australian sport; Understand the development of sport as a major factor in Australian life; Critically use and analyse primary documents in the field of sports history; Critically discuss and research aspects of sport in an Australian context; Bring historical knowledge to bear upon the understanding of current issues associated with sport.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour for one semester.

Required Reading: Sport in the national imagination, Cashman, R 2002, 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 word limit 3000 words.

AHS1114 SPORT FUNDING AND FINANCE

Locations: Footscray Park, Sunbury.

Prerequisites: Nil.

Description: This unit of study will introduce students to the areas of budgeting and financial management, and their application to sporting organisations. The budgeting section will include an introduction to different budgeting systems, including zero-based, operating, capital and special project budgeting. Special attention will be given to break even analysis. The financial management section will provide for a detailed examination of the financial statements of sporting organisations and their use in administrative decision-making. Students will be introduced to the principles of double entry bookkeeping, balance sheets, profit and loss statements, cash flow statements, financial ratios, and the goods and services tax. Students will be required to examine a number of sport-related case studies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Use the vocabulary of accounting and finance to make informed judgments about the financial affairs of sport organisations; Explain why sound financial management and planning is fundamental to the effective management of sport organisations; Explain the difference between financial management and financial planning in a sport context; Understand the principles of double entry book-keeping; Explain what a balance sheet does and how it gets constructed; Identify the core features of an income and expenditure statement; Explain the function of a cash flow statement and what it is used for; Measure the profitability of sport organisations; Measure the ‘liquidity’ of sport organisations; Calculate levels of debt dependency of sport organisations; Calculate the wealth and net worth of sport organisations; Diagnose the financial health of sport clubs and associations; Explain the importance of sound financial planning and budgeting; Construct an operating budget for a sport event or project; Use break-even analysis to assist the budgeting process; Develop strategies for containing costs of sport events and projects; Use pricing strategies to broaden the revenue base and attract users, members and fans.

Class Contact: 1.5 hour lecture and 1 hour tutorial each week

Required Reading: Sport funding and finance, Stewart, N 2006 Elsevier, Boston,

Assessment: Project, Financial plan for a sporting organisation, 20%. Test, Semester tests, 30%. Report, Financial report, 30%. Case Study, Case study analysis, 20%.

AHS1116 SPORT ADMINISTRATION FOUNDATIONS 1

Locations: Footscray Park, Sunbury.

Prerequisites: Nil.

Description: Students will be introduced to the structure of the Australian sport industry, and will examine the major issues faced by contemporary sport managers. This unit will also introduce students to the strategies that can be used to bolster the performance of coaches; support staff, players, teams, members and fans. The concept of professionalism will also be addressed, and will focus on strategy, change, culture and quality. Students will also be required to undertake field observations involving the operation of a sport organisation. They will also be introduced to the Career Development Program.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the distinction between sport organisations and the sport industry; Identify, analyse and discuss the various areas of organisation management in the sport industry; Identify, analyse and discuss the sport management environment; Identify, analyse and discuss the fundamental principles of sport management; Identify, analyse and discuss the future challenges facing sport management organisations; Demonstrate understanding of the various areas of organisational management by designing a sport organisation.

Class Contact: 1.5 hour lecture and 1 hour tutorial each week


Assessment: Other, Online discussions; Workshop participation; Major project, 100%.
AHS1117 SPORT, POLITICS AND SOCIETY

Locations: Footscray Park, Sunbury.

Prerequisites: Nil.

Description: This unit of study provides an overview of recreation program planning, development and implementation. It seeks to encourage and support the development of a personal programming philosophy based on an appreciation of the scope of recreation programming and recreation benefits. Recreation programs are one of the key mechanisms for consumers to experience a variety of recreation services. The unit aims to provide students with the knowledge and information to develop, plan, document and deliver recreation programs to different client groups. This unit is an essential first-year unit that sets the framework for recreation professionals to gain the skills to organise and deliver recreation services. The unit builds on the recreation activity skills developed in semester one to organise the activities into a wider framework that becomes a recreation program. This unit will inform students in a variety of other units in the course such as Human Resource in Sport and Recreation, Event Management in Sport and Recreation, Sport and Recreation Services Marketing, and Sport and Recreation Facility Management.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Explain the range of recreation programming concepts that impact on the planning, development and delivery of recreation programs;
- Write a recreation program plan;
- Develop and deliver recreation programs as part of a group to diverse sections of the community.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials and field work: equivalent to 12 hours.


Assessment: Tutorial Participation, Tutorial participation, 20%. Examination, Examination, 40%. Research Paper, Research paper and presentation, 40%.

AHS1200 SPORT AND RECREATION MANAGEMENT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit aims to provide students with a comprehensive introduction to the principles of management and their practical application to sport and recreation organisations operating at the community, state/provincial and international levels. The unit is divided into three major areas of sport and recreation management: the sport and recreation management environment; sport and recreation management principles; and future sport and recreation management challenges.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Identify the management factors involved in professional sport through to community sport and recreation; Demonstrate their understanding of the theoretical concepts of strategic management; Describe the key dimensions of an organisational structure; Distinguish between leadership and management; Identify why culture is important to sport and recreation organisations; Understand the characteristics of organisational governance for corporate and non-profit sport and recreation organisations; Analyse a number of challenges relating to the future of sport and recreation management.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field Work: 10 hours.


Assessment: Essay, Management and leadership (group): critique the importance leadership plays in a management role (1000 words), 30%. Report, Strategic planning (individual): identify a strategic plan from a selected sport or recreation organisation and analyse (WIL) (1000 words), 30%. Examination, Final examination (300 words), 40%.

AHS1202 RECREATION PROGRAMMING

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides a thorough examination of the current state of Australian sport from multiple perspectives. Firstly, it presents an historical assessment of the role of government and its agencies in influencing the structure and development of Australian sporting practices. Secondly, the unit examines the relationship between elite and community sport, with particular emphasis on the issue of funding and ‘sport for all’. Lastly, it examines contemporary trends in Australian sport with reference to issues such as technology, media, lobby groups, ethnicity, race, gender, protest and the environment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Critically discuss, research and write about political aspects of sport in an Australian context.

Class Contact: 1.5 hour lecture and 1 hour tutorial each week.


Assessment: Tutorial Participation, Tutorial participation, 20%. Examination, Examination, 40%. Research Paper, Research paper and presentation, 40%.

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 will also participate in a relevant work integrated learning experience in a sport and recreation career placement of their choice.

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;
- Understand 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; Undertake sport and recreation work tasks in a supervised environment (based on 70-hour career placement); Write a business-like report that describe 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: One Day Workshop : 5 hours; Weekly Lectures: 5 x 1 hour; Weekly Tutorials: 10 x 2 hours; Career placement within sport and recreation industry: 70 hours.


Assessment: Assignment, Part A Holland Self-Directed Search assignment (500 words) and Part B personal resume (500 words), 35%. Presentation, Information interview class presentation & 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 (2000 words), 50%. Students are required to attend all classes as much of the personal career development occurs throughout the process in the class activities, insights, sharing and learning. Career development is experiential.

AHS1218 SPORT ADMINISTRATION FOUNDATIONS 2

Locations: Sunbury.

Prerequisites: Nil.

Description: This unit of study will cover the following aspects of sport administration: economic and commercial factors that influence the operation of sport; primary and secondary stakeholders in sport; the special nature of sport, and the implications for the marketing and promotion of sport; tools and procedures for monitoring sport organisation performance.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand and explain the economic foundations of sport; Identify and differentiate the markets for sport and the Australian sports market; Use sport stakeholder theories to identify and analyse different stakeholder groups of a sport organisation; Monitor and measure sport organisation performance; Understand sport consumers’ needs, market segmentation, and the use of marketing mix to promote sport services and goods.

Class Contact: 2. 5 hours per week or equivalent if delivered flexibly or online.

Required Reading: As directed in the unit CD-ROM.

Assessment: Presentation, In-class presentation and participation, 20%. Test, Two mid-semester quizzes, 20%. Project, Major project, 40%. Case Study, Case study analysis, 20%.

AHS1221 SPORT CAREER DEVELOPMENT 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study introduces students to the career development program in sports administration. Students obtain knowledge of the nature of sport careers and the career opportunities available in sport from a variety of sources including: guest speakers working in the sport industry; peer group presentations; web resources; and industry directories and graduate career destination research. The unit provides preparation to go on the placement including: planning sport career placements; setting and writing objectives for the placement; awareness of safety and risk management issues; legal liability and insurance cover; the importance of the online contract system; analysing and evaluating organisations and their programs; and self-evaluation of competency achievements and development while on career placements. Students learn a number of job-hunting strategies and apply these practically to a search using currently advertised positions. The Holland Self Directed Search is completed to introduce students to the importance of self-understanding in career planning and job searching. Information interviewing is also taught to students who then go out into the sport industry to conduct an information interview with a person in a job position to which the student aspires. Students learn job interview techniques and practice job interviewing using position descriptions. Students learn to identify their strengths and competencies through their education, work and extracurricular experiences. These are documented according to the guidelines of the Victoria University Career Portfolio. Students are taught how to develop this portfolio throughout their studies, to identify core graduate attributes and other essential professional competencies and to adopt 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

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to introduce students to a variety of strategies that may be used to broaden the funding base of organisations. Students will be given a sound knowledge of the processes and procedures in sourcing and servicing sponsorships. The unit is divided into three sections: sponsor objectives and benefits, identifying and approaching sponsors and developing and packaging sponsorships; developing a sponsorship proposal, negotiating the sponsorship, the sponsorship agreement and managing the sponsorship; and evaluating the sponsorship and the renewal process. Students will be required to prepare and present a sponsorship proposal.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Apply sponsorship concepts in the management and delivery of sport services; Appreciate the process associated with sponsorship packaging; Design strategies to understand sponsorship organisations; Apply the concepts relating to sponsorship deals; Manage the elements of the sponsorship deal; Understand the development, implementation and evaluation of a sponsorship plan; Apply control and monitoring
AHSS2300  EVENT MANAGEMENT IN SPORT AND RECREATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit has three main aims: to provide students with a hands-on approach to the processes and procedures in designing, planning, staging and evaluating sport and recreational events; to introduce students to a range of events and increase their knowledge and competency base in the field of event management; and to introduce students to the principles and practices of project management and effective teamwork.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate competency in sport and recreation event and project management; Know the theories and application of sport and recreation event management, project management and effective teamwork principles; Gain knowledge through experience of professionalism in the event management field; Apply effective communication, teamwork and relationship building with the main event stakeholders; Critically reflect on, evaluate and improve upon individual and team performance during an event management process and write a final report; Demonstrate leadership skills, initiative and problem-solving in the sport or recreation event management process; Appreciate the theories and professional practices of all stages of the planning, operation and evaluation stages of sport and recreation event management; Appreciate the variety of events and the role of diverse service providers as well as the resources available in the event management field.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field work: 10 hours.


Assessment: Examination, Assessment 1: Take home exam (short answer 12-15 questions) (600 words), 20%; Project, Assessment 2: Communication, team work and event performance (WIL) (1000 words per student) (Team charter (teams of 3-5) 15% which provides a plan of, 35%. Report, Assessment 3: Major event report/evaluation 20%; and lecturer assessment 10% (WIL) (1000 words). Total for Assessment 3, 30%. Project, Assessment 4: Sport and recreation event specifics assignment (500 words per student) 15%. Students work in pairs and research specific aspects of a s, 15%.

AHSS2301  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 focussed 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%.

AHSS2305  SOCIAL PSYCHOLOGY OF RECREATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: Understanding human interaction, behaviour and decision-making processes is central to leisure, as well as being critical in any group setting, such as you would find in the role of a manager of a work team. This unit provides students with a social science discipline foundation to recreation management. The aim of this unit is to give students an opportunity to inquire into psychological processes that underlie leisure behaviours and the effects of leisure on various psychological states and processes. It is believed that these processes are fundamental to understanding the nature of leisure and leisure behaviours. As well, the unit will look at the place of leisure in students' personal lives. Thus, this unit seeks to apply psychological concepts and theories to understand human interaction and leisure phenomena. This unit is an extension of Introduction to Recreation and stands besides Sport, Leisure and Society. The ideas developed in the unit are essential to an understanding of leisure planning, management and marketing, all of which are fundamental processes in all areas of leisure management. Understanding of these areas draws upon perspectives developed in foundation disciplines including Social Psychology of Recreation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Explain the psychological nature (dimensions) of play and leisure and the conditions that help and hinder the experiencing of play and leisure; Explain progress through the developmental stages of play in childhood and leisure during adult life; Understand affective psychological processes such as leisure attitudes and motives that are believed to underlie various leisure behaviours; Understand how leisure experiences lead to psychosocial outcomes (benefits and dis-benefits) for people; Interpret and evaluate leisure behaviours and their associated beliefs and feelings, from psychological perspectives; Appreciate the importance of psychological perspectives in understanding and interpreting leisure behaviours; Advocate the benefits of quality leisure for personal development.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour.

Required Reading: The social psychology of leisure, Mannell, RC & Kleiber, DA 1997, Venture, State College, PA.
Assessment: Essay, Short essays (500 words week 4; 500 words week 8), 20%. Essay, Research essay (select from set topics) (1500 words), 35%. Examination, End-of-semester exam (tests students' knowledge of unit content) (500 words, 45%).

AHS2400 HUMAN RESOURCES IN SPORT AND RECREATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to develop an understanding of people management as it relates to the delivery of sport and recreation services. Topics to be covered fall under three categories: the importance of human resource management (HRM) in Sport and Recreation Management; HRM planning in the Sport and Recreation Sector; the future HRM Challenges in Sport and Recreation Management. This unit builds on the ideas addressed in Introduction to Sport and Recreation Administration. The understandings and skills gained in this unit will assist students in careers 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.


Assessment: Project, Work integrated learning project that requires students to visit, discuss and analyse a selected sport/recreation club, 30%. Assignment, Develop a human resource management plan for the selected club, 30%. Assignment, Develop a human resource management plan for the selected club, 30%. Total effective word limit 3000 words.

AHS2404 RECREATION AND COMMUNITY DEVELOPMENT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides students with skills to work with communities in order to develop programs and initiatives that meet the changing needs of society. This unit builds on the ideas that were presented in Introduction to Recreation, Programming in Recreation, Leadership in Recreation and Recreation Management. Main topics to be covered include but are not limited to: theoretical foundations of community development; skills required for collaborative-based work; strategies used in community development; working with and listening to community groups; funding and research opportunities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the theory and philosophy of community development; Understand the strategies used in community development projects; Appreciate and respect marginalised and diverse groups of people in society; Apply the processes of group dynamics and collaboration.

AHS2405 RESEARCH AND EVALUATION IN SPORT AND RECREATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study introduces students to basic concepts and methods associated with research and evaluation in sport and recreation. It seeks to provide students with the understandings, skills and values necessary to conduct basic research and evaluations associated with sport and recreation services. This unit introduces students to the ideas about research and the need for evaluation that students will have encountered in units such as Programming and Leadership and Management and relies on skills that have been developed in computing. The skills learned in this unit will be applied in future units such as Recreation Planning and Policy, Marketing, Facility Design and Community Development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the nature of sport and recreation research and its application in evaluation of sport and recreation services; Select and design basic research methods (quantitative and qualitative) appropriate to particular sport or leisure service research and evaluation problems; Analyse numerical and verbal information to reach research and evaluative conclusions; Write a research report; Understand the use of output from an evaluation project; Appreciate the importance of the ethical conduct of research and evaluation of sport and leisure phenomena and services.

Class Contact: Lectures: 12 x 1 hour; Workshops: 12 x 1.5 hours; Field work: 10 hours.


Assessment: Test, Mid-semester quiz (50 minutes) (300 words), 25%. Report, Importance-performance research report (WIL) (1000 words), 25%. Project, For example, evaluate the recreation facilities and services of the Aquatic and Fitness Centre at Footscray Park Campus. Develop questionnaire, each s, 20%. Examination, For example, analyse the qualitative comments regarding the Aquatic and Fitness Centre at Footscray Park Campus. Qualitative coding (strengths, weaknesses, 30%).

AHS3002 LEGAL ISSUES IN SPORT

Locations: Footscray Park, Sunbury.

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 (gender, age, race, 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
Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand the role of sports and management in safety and risk management strategies (sport and 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, Sunbury.

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 fixturing 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 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.


Assessment: Examination, Take home exam, 20%. Other, Self-assessment and Team charter, 35%. Report, Major event report, 30%. Other, Lecturers assessment of event, 15%.

AHS3112 SPORT VENUE AND STADIUM ADMINISTRATION

Locations: Footscray Park, Sunbury.

Prerequisites: Nil.

Description: The aim of this unit of study is to familiarise students with the administrative functions that support the management and planning of sporting and community facilities, programs and services. Specific attention will be given to: the planning process associated with developing sporting facilities; the role of the administrator in preparing marketing plans; instigating professional work practices in a facility setting; administering short and long term sports and activity programs; the administration of local, state, national and international sporting competitions. Students will also be given a detailed understanding of stadium design principles that relate to the working environment of staff and the needs of spectators.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate knowledge of general sport facility planning, designing and evaluation processes; Demonstrate knowledge of funding sources for facilities; Apply management skills necessary for the successful daily operation, housekeeping, maintenance, security and control of facilities; Demonstrate knowledge of risk management and special issues in sport venue and facility management; Apply knowledge and skills from other units such as marketing, financial management and human resource management to management of sporting facilities.

Class Contact: 1.5 hour lecture and 1 hour tutorial each week.

Required Reading: Sports facility planning and management, Former, P, Mulrooney, A & Ammon, R 1996, 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, Sunbury.

Prerequisites: Nil.

Description: The two main aims of this unit are: to develop the students’ awareness and ability to analyse the ethical components of the many issues, practices and relationships within the sport industry; and, to develop the students’ understanding of the processes, applications and effectiveness of social policy in sport and how this policy can be ethically informed. Core unit content includes: the nature of ethical inquiry; the nature of professionalism and codes of conduct; business ethics; the nature and application of social policy in sport; human rights; animal rights; equity; social justice and environmental concerns.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Apply ethical thinking/problem-solving, as applied to professional practice; Understand policy formation, implementation, and what makes ‘good’ (ie. effective and ethical) policy; Better understand educational and consultative approaches to implementing ethical policy in sport; Understand how to recognise and address (in an effective and ethical manner) power and politics as an integral part of the policy process in sporting organisations; Understand the nature and significance of the relationship between the private individual and the public practice/management of sport; Understand the nature and significance of the relationship between the individual, the social practice and the institution of various sports; Examine critically (in oral and written forms) arguments/problems arising out of lecture/seminar/reading materials and student presentations; Mount and defend (in oral and written forms) their own well-reasoned positions with respect to the issues dealt with in the lectures/seminars.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour for one semester.

Required Reading: A reader with all necessary readings for this unit is provided to students.
Assessment: Examination, take home exams: (mid-semester 15%, exam period 25%) (1500 words), 40%. Other, WebCT weekly responses (weeks 6-11) (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 will contribute to their sport and recreation career development. The unit aims to provide students with an understanding of key facility management concepts and theories and a capacity to apply these concepts in the sport and recreation facility industry.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand general sport facility planning, designing and evaluation processes; Apply management skills necessary for the successful daily operation, housekeeping, maintenance, security and control of facilities in applied practical situations; Analyse facility risk management practice; Evaluate facility performance and prepare a written report.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials/WebCT: 12 x 1.5 hour; Field work: 15 hours.


Assessment: Report, Field trip review: prepare a report that summarises and critiques facility management practices (WIL) (10000 words), 30%. Report, Facility performance evaluation report: (groups of three to four) collect data and evaluate the performance of a middle-sized sport or recreation facility, 40%. Examination, Final exam: the opportunity to demonstrate understanding of key facility management concepts and theories and their industry application (800 words), 30%.

AHS3213 SPORT CAREER DEVELOPMENT 2

Locations: Footscray Park, Sunbury.

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/associate employment experiences and units studied during the course. This map provides students with sufficient information to identify career goals and design an action plan to reach these goals. The unit then provides for students to use job-hunting strategies to establish a work integrated learning placement of their choice. Strategies include: searching newspapers and the internet; networking; writing targeted resumes (based on their portfolios); and job interviews. Each student is encouraged to select and secure their final placement strategically - so that they optimise their placement experience, their networking opportunities and possible employment opportunities. All of these outcomes should be aligned to their career goals. Students will develop generic sports administration skills and augment specific skill areas (ie, marketing, event management, research, sport development, facility management) during their supervised placement.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: Record valuable practical experience in sport in their resume and discuss during future job interviews; Enhance their employability in the sports industry through experience gained, and skills developed, during a 175-hour field placement; Improve their network of sport industry contacts; Reinforce and add to their prior knowledge of online learning and communication techniques.

Class Contact: Equivalent to one hour per week classroom learning and 200 hours in the field on placement.


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.

AHS3500 SPORT AND RECREATION FINANCIAL MANAGEMENT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study gives students grounding in the basics of financial management and planning, and its application to the administration of sport and recreation organisations. The financial management section will focus on the principles of double entry and accrual accounting, and the construction and interpretation of balance sheets, income and expenditure statements, and cash flow statements. Special attention will be given to financial performance, and how financial ratios can be used to diagnose the financial health of sport and recreation organisations. The planning section will focus on the budgeting process, and how budgets can be used to monitor revenue and expenses, and capital spending. This section also examines costing and pricing issues and how they impact on the budgeting process. Class activities will centre on case studies of sport and recreation organisations, and experiential exercises.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Explain why sound financial management and planning is fundamental to the effective management of sport and recreation organisations; Understand the principles of accrual accounting and double entry bookkeeping; Measure the financial performance of sport and recreation organisations; Explain the importance of sound financial planning and budgeting; Construct an operating budget for a sport and recreation program; Use break-even analysis to assist the budgeting process; Apply strategies for containing costs of sport and recreation programs; Use pricing strategies to broaden the revenue base for sport and recreation programs.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour for one semester.

Required Reading: Sport funding and finance, Stewart, R 2007, Elsevier, Jordan Hill.

Assessment: Participation, In-class quizzes on accounting principles, financial statements, budgeting and costing, and pricing (1000 words), 40%. Report, Major report on financial performance of an organisation in the field of sport or recreation (2000 words), 60%.
AHS3502 RECREATION PLANNING AND POLICY

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study examines concepts and steps associated with community recreation planning and policy processes. The unit aims to introduce students to recreation planning and policy and develop the knowledge and skills to effect a number of different strategies and approaches to the development and evaluation of recreation plans and policies. The main skills in the role of recreation planner are taught and the relationships between recreation planning and urban, regional, state and national policies are analysed. The impacts of planning and policy development on facility development, program delivery and community development 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand policy development and how it applies to leisure; Appreciate the values underpinning policies for leisure and the conflicts and pressures faced by decision makers; Understand the roles and responsibilities of the three levels of government in relation to planning leisure opportunities and policy development for the community; Apply knowledge of the strategic planning process; Apply a range of strategies and techniques to the planning of leisure opportunities in a community; Appreciate the need for planners to act in a professional and ethical manner towards all stakeholders in the fulfilment of their role and responsibilities.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours; WebCT: 4 x 1 hour; Field work: 10 hours.


Assessment: Presentation, Policy analysis presentation (pairs) (Weeks 4 and 5) (500 words), 25%. Assignment, Describe and evaluate a policy with implications for leisure, based on an information about a recreation-related governmental policy (local, state or federal), 40%. Project, Students work with a selected organisation (e.g., government department) to develop a recreation/open space/physical activity strategy to target a social, 35%.

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 a range of legal issues, and their consequences, relevant to the professional experience of employees and independent contractors in the field of recreation management; Understand terms, institutions, sources, content and practices of law in society as they apply to professional activities in the recreation industry (court 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: (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.
AH3506 LEISURE AND AGEING

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%. Project, Group programming project (WIL) (1000 words per student), 25%. Other, Quizzes (1000 words) , 50%.

AH3600 SPORT AND RECREATION CAREER DEVELOPMENT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is designed to facilitate a successful transition from university to employment through further development of job-hunting strategies. Students will follow a career development model that will assist them to manage and build their own career. The unit seeks to provide students with greater understanding and skills for personal career goal setting and development of career action plans. The unit will also continue to develop practical sport and recreation skills through a substantial work integrated learning placement that is also focused on a career outcome on completion of the unit. Students will also start a relationship with a career mentor who will help them to transition into employment and support them during their first year of employment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Identify work skills they are motivated to use, and establish their top eight personal career values; Describe their personality verbally and in writing; Analyse their motivated skills, career values and personality to make a recommendation for their first career, and design a career action plan to achieve their career goals; Present a refined personal, focused, skill-based, achievement orientated resume; Use a range of career strategies and job-hunting skills to find and establish a five-week or equivalent 175 hour work integrated learning placement or a 340 hour Sport and Recreation Management Internship; Negotiate and establish a work contract with a host organisation; Establish competencies, achievements and networks by completing a 175-hour placement or a Sport and Recreation Management Internship in the sport and recreation industry; Write a comprehensive business report based on the 175-hour placement or Sport and Recreation Management internship.

Class Contact: Students attend 3 two hour seminars during semester 2 and a two day Workshop at the end of their course: 12 hours; Career Placement: 175 hours or if a successful candidate a Sport and Recreation Management Internship 340 hours.

Required Reading: PS. . . you need a resume - unleash your future and your career, Howard, G 2008, Inkstone Press Australia


AH4031 HONOURS THESIS (FULL-TIME)

Locations: Footscray Park, Sunbury.

Prerequisites: Nil.

Description: The Honours Thesis is designed to be an educational experience that gives students the opportunity to conceptualise, design, implement and evaluate a specific research project related to sport administration. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline's body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher. More specifically the student should be able to: identify/construct a research problem or issue; review the relevant literature; determine appropriate methods (including ethics) to study the problem; collect and analyse data, using suitable quantitative, qualitative or other appropriate methods and techniques; report the results, discuss the results in the context of the review of literature, draw conclusions, evaluate the process undertaken and make recommendations for future research and for practice; and present the whole process clearly and accurately in a formal thesis normally between 10,000 and 20,000 words.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to: Conduct a research project; Present a formal written thesis; Demonstrate an understanding of the depth and breadth of knowledge and skills associated with a particular research area; Demonstrate the academic rigour to design, carry out and evaluate a sports administration related research project.

Class Contact: The research process will be monitored by regular meetings with the supervisor in light of the agreed-upon project proposal.

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

Assessment: The final thesis will be examined by two academics with expertise in the specific area of the research. These may be internal or external to the School and will not include the supervisor. This examination will constitute 100% of the assessment. Each examiner will independently recommend one of the following outcomes to his/her assessment of the thesis: pass without further examination; pass unit to corrections 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, Sunbury.

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 sport’s 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.

AHS7055 CONTEMPORARY ISSUES IN SPORT ADMINISTRATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will cover specific themes and issues that will improve students’ understanding of the context in which sport operates, and allows an in-depth examination of a sport activity or policy initiative. Topics will be rotated to take account of a crisis or incident, and special developments. Topics will include: the culture and practice of cricket; the business and culture of horse racing; and the economics of professional sport leagues.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Explain the organisation and operation of contemporary sport; Identify the key cultural and commercial forces operating in contemporary sport; Diagnose the operation and performance of a sport organisation, event or league; Understand how the structure and organisation of sport impacts upon its operation; Understand how the culture of a sport impacts upon its operation.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field work: 10 hours.


Assessment: Other, Mid-semester quiz (200 words), 20%. Report, Individual report (800 words), 30%. Case Study, Case study (2000 words), 50%.

AHS7056 PLAYER MANAGEMENT IN SPORT

Locations: Footscray Park, City Flinders, Sunbury.

Prerequisites: Nil.

Description: This unit of study develops students’ understanding of the fundamentals of effective player management, and how it impacts on player development and welfare. This will be done through a study of the relationship between players, coaches and officials, and the strategies that management use to control the behaviour and conditions of players.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Explain the ways in which commercialisation impacts on the roles and responsibilities of players in sports organisations; Identify the key legal parameters that provide the basic working conditions for players; Identify the basic rights of players in sports organisations; Identify the obligations that players have to sports organisations and the broader public; List the fundamental provisions of a standard player employment contract; Explain what a collective bargaining agreement is, how it might be negotiated, and the influence of player unions and associations on the process; Explain what player welfare involves, and how player welfare programs are managed; Understand the role of player agents and their relationship with sports organisations.
Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field work: 10 hours.


Assessment: Other, Mid-semester quiz on rights and responsibilities of players in professional sports (200 words), 20%. Report, Individual report that analyses a collective bargaining agreement (500 words), 30%. Case Study, Case study of the player welfare program of a sports organisation that requires observations and interviews in a sports organisation setting (2500 word, 50%).

AHS7057 SPORT INDUSTRY RESEARCH PROJECT

Locations: Footscray Park.

Prerequisites: Nil.

Description: The primary aim of this unit of study is to give students the skills to undertake scholarly research into a broad array of sport and recreation-related issues and problems. This aim will be achieved by taking students through a sequence of learning activities, culminating in the completion of a major research project. This unit of study builds upon earlier topics and skills acquired in the sport and recreation management course. It also addresses the ways in which research can be used to solve problems and provide the catalyst for change at both the policy and planning levels in sport and recreation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Explain the nature and purpose of scholarly research; Locate and review examples of sport-related research; Identify and articulate a research problem in the field of sport; Discuss different ways of tackling research problems; Design a research project; Review literature relevant to a research problem; Design a methodology for completing the research; Collect data using a variety of techniques; Compile and analyse the research data; Write a research report.

Class Contact: Seminar: 12 x 2.5 hours for one semester.


Assessment: Literature Review, Review of the literature on a specific research topic (500 words), 25%. Project, Compilation of a research project proposal (500 words), 25%. Project, Completion of a major research project (2000 words), 50%.

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: 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.

Required Reading: Project management, Maylor, H 2003, 1st edn, Harlow, Essex: Pearson Education Limited

Assessment: Project, Online journal to be submitted fortnightly, 25%. Other, Online discussion and responses to questions from lecturers/unit leader, 25%. Report, Report/project evaluation (5000 words), 50%.

AHT3100 PHYSIOLOGICAL BASES OF TENNIS PERFORMANCE

Locations: Footscray Park.

Prerequisites: Nil.

Description: The content of this unit of study will cover: physiological demands of tennis; energy systems predominately used in tennis; neuromuscular systems and their role in strength, power, flexibility and endurance; testing protocols for the tennis player; current training methodologies for tennis; environmental issues and thermoregulation in tennis players.

Credit Points: 12

Learning Outcomes: On the successful completion of this unit, students will be able to: Demonstrate knowledge of the physiological systems which are predominant in tennis; Demonstrate knowledge of how these systems may limit the performance in tennis; Demonstrate principles and methods of training which influence the physiology of tennis.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours for one semester.

Required Reading: Physiology of sport and exercise, Wilmore, JH & Costill, DL 2004, 3rd edn, Human Kinetics, Champaign, Illinois,

Assessment: Report, Practical reports, 30%. Examination, End-of-semester exam, 55%. Assignment, Problem-based assignment, 15%. There are three components to the assessment:

A cumulative mark of 50% is required to pass the unit. Practical: students must attend at least 85% of all practicals to pass this unit. Attendance of less than 85% will result in failure of the unit. Submissions of three laboratory written reports are required. These reports will be assessed and will comprise 30% of the unit mark. Exam: the final exam, worth 55% of the total mark, will be undertaken during the end-of-semester examination period. The final examination will be two hours in duration comprising both multiple choice and short answer questions and will cover all aspects of the unit, including lecture and laboratory material. Problem-based assignment: the problem-based hypothetical assignment, worth 15%, will be distributed in Week 7 to apply concepts learnt in lectures and laboratories during the previous weeks.

AHT3101 APPLIED PSYCHOLOGY OF TENNIS

Locations: Footscray Park.

Prerequisites: Nil.

Description: The content of this unit of study will cover: science of sports psychology: characteristics of successful tennis players; anxiety and arousal; the counselling coach; female athlete; special considerations: training, returning from injury, retirement.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate individual differences in tennis athlete behaviour including the role of personality in sport participation, the distinction between state, trait and...
interaction personality theories; and sport specific measures of individual differences; Demonstrate the role of motivation in participation and performance including achievement motivation; attribution theory; intrinsic/extrinsic motivation; self-efficacy/self-confidence; Demonstrate the role of arousal in performance; competitive anxiety; arousal theories and sports performance; trait and state measures of anxiety; and information processing models of attention; The psycho-social aspects of sport psychology (effect of tennis spectators, aggression, cohesion, leadership).

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours for one semester.


Assessment: Assignment, Written paper (2000 words), 15%. Presentation, Project presentation (related to written paper), 25%. Examination, Mid and final examinations (2 hours each), 60%.

AHHT3102 KINESIOLOGY OF TENNIS
Locations: Footscray Park.

Prerequisites: Nil.

Description: The content of this unit of study will cover: force-motion relationships; movement analysis in tennis; upper extremities involved in tennis; lower extremities involved in tennis; adaptability of the motor system; and technique in tennis.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the internal and external forces acting on the body; Understand the biomechanics of joint motion; Understand the implications of joint structure and function to ‘good’ technique.

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

Required Reading: Elliott, B, Reid, M & Crespo, M (eds) 2003, Biomechanics of advanced tennis, International Tennis Federation, London

Assessment: Short-answer tests (2 x 12.5%) 25%; Mid-semester test/examination (1 hour) 25%; End-of-semester test/examination (1 hour) 50%.

AHHT3103 PERFORMANCE STUDIES (TENNIS)
Locations: Footscray Park.

Prerequisites: Nil.

Description: The content of this unit of study will cover observation and supervised assistance of established coaches working with junior players, advanced tennis skills and tactics for the junior player.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate skills and playability of International Tennis Number (ITN) 5; Demonstrate the process of coaching at junior and novice levels; Show confidence and proficiency as assistant coaches in a junior development environment.

Class Contact: Six hours per week for one semester comprising three two-hour sessions per week.

Required Reading: Nil.

Assessment: Completion of International Tennis Number (ITN) competency assessment at the beginning and end of semester, and a report detailing areas of personal improvement required and achieved 25%; Log book of coaching received from Kooyong International Tennis Club (KITC) coach 25%; Report of general observation of KITC coach during on-court sessions 50%.

AHHT3200 TENNIS BIOMECHANICS
Locations: Footscray Park.

Prerequisites: Nil.

Description: The content of this unit of study will cover: biomechanics of on-court movement; analysis of advanced stroke production; loading and stroke production; biomechanical performance models in tennis; development of racket head speed; linear and angular momentum in stroke production; and muscle activity in stroke production.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate a detailed biomechanical analysis of tennis techniques; Apply biomechanical principles to problems related to tennis skills (hitting) and tennis performance (movement).

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour for one semester.


Assessment: Examination, Mid-semester exam (1 hour), 20%. Examination, Final exam (2 hours), 50%. Report, Video analysis and report of student’s tennis stroke(s) (500 words), 30%.

AHHT3201 MOTOR LEARNING AND SKILL DEVELOPMENT
Locations: Footscray Park.

Prerequisites: Nil.

Description: The content of this unit of study will cover: classifications of motor skills; proprioception and vision in tennis; attention cues in tennis; stages of motor learning; transfer of learning; demonstration and instruction of learning; Feedback; practice-variability; amount and mental.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate motor learning and control theories and generalisations and how information is used to teach, coach, learn, perform and study tennis skills; Demonstrate the methods frequently used to study movement skill acquisition and performance. Students should realise that these methods underlie the knowledge and assumptions scientists have about movement skill acquisition and performance; Demonstrate how characteristics of the task, instruction/practice, the learner and the environment affect tennis skill instruction, learning, acquisition and performance.

Class Contact: Two hours per week for one semester comprising lectures, laboratories and tutorials.


Assessment: Laboratory reports 20%; Presentation on a motor learning topic of choice, 30%; End-of-semester examination (2 hours) 50%.

AHHT3202 TECHNOLOGY AND TENNIS
Locations: Footscray Park.

Prerequisites: Nil.

Description: The content of this unit of study will cover: history of technology changes in tennis; racket technology; string technology; footwear and clothing; tennis balls for different surfaces; computer video analysis for coaching; technology and the ITF.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate how technology has influenced the development and subsequent performance of tennis players; Demonstrate knowledge of new advances in technology and apply this knowledge to teaching tennis; Appropriately use technology in tennis stroke analysis.

Class Contact: Two hours per week for one semester comprising lectures and/or workshop. This unit may also include field trips to tennis clubs and tennis retail outlets to see first hand the developments discussed in class (eg. court surfaces, stringing machines).

Required Reading: To be advised by lecturer

Assessment: Report documenting a piece of technology and how it has contributed to the development of tennis (1500 words) 20%; Mid-semester and final written examinations (2 X 40% each) 80%.

AHT3203 PERFORMANCE STUDIES (TENNIS) II

Locations: Footscray Park.

Prerequisites: Nil.

Description: The content of this unit of study will cover assisting established coaches working with junior players and playing against high performance junior players.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate skills and playability of International Tennis Number (ITN) 5 or better; Demonstrate the process of coaching at junior competition and intermediate adult levels; Show confidence and proficiency as assistant coaches in a junior squad environment.

Class Contact: Six hours per week for one semester comprising three two-hour sessions of participation.

Required Reading: To be advised by lecturer.

Assessment: Report documenting a piece of technology and how it has contributed to the development of tennis (1500 words) 20%; Mid-semester and final written examinations (2 X 40% each) 80%.

AHT3300 INJURY PREVENTION FOR TENNIS (SPORTS MEDICINE)

Locations: Footscray Park.

Prerequisites: Nil.

Description: The content of this unit of study will cover: epidemiology of tennis injuries; injury risks in tennis strokes; musculo-skeletal examinations for tennis athletes; protective devices and equipment; taping and bracing techniques; sports first aid for the tennis player; the travelling player; roles of the medical profession in tennis; medical issues for specific populations, (eg. females, children, veterans etc).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate how technology has influenced the development and subsequent performance of tennis players; Demonstrate knowledge of new advances in technology and apply this knowledge to teaching tennis; Appropriately use technology in tennis stroke analysis.

Class Contact: Two hours per week for one semester comprising lectures laboratories and tutorials.

Required Reading: Pluim, BM & Safran, M 2004, From breakpoint to advantage, USRSA, California.

Assessment: Mid-semester examination (1 hour); Practical examination; Final examination (2 hours).

AHT3301 EXERCISE PRESCRIPTION AND TRAINING FOR TENNIS

Locations: Footscray Park.

Prerequisites: Nil.

Description: The content of this unit of study will cover: trends in activity levels in tennis; exercise prescription methodology; screening and testing; periodisation for tennis; programming tennis for different populations (eg. veterans, females, children); tennis exercise programs (eg. tennis workout); exercise risks.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the philosophy, principles and theory for program design and exercise prescription specifically for tennis players; Demonstrate a capability for prescribing programs for individuals and specific populations which can be defended on a logical and theoretical basis; Demonstrate annual and long-term planning - differences between planning for the professional and non-professional tennis athlete.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours for one semester


Assessment: Examination, End-of-semester exam (2 hours, 45%). Report, Physical capacities analysis and report, 25%. Exercise, Periodised training program for a tennis athlete, 30%.

AHT3302 COMMUNICATION AND TEACHING TECHNIQUES

Locations: Footscray Park.

Prerequisites: Nil.

Description: The content of this unit of study will cover teaching methodologies in tennis and how to prepare for presentations to stakeholders (parents, State/National associations etc).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate competence in tennis coaching to groups of tennis players of varying abilities; Demonstrate confidence in presenting material to peers; Speak in public to both large and small groups; Assemble and develop teaching resources.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour for one semester.


Assessment: Report, Systematic observation study of own-coaching behaviour during the course of the semester to write up and present as report, 40%. Presentation, Development and presentation of educational resource specific for tennis, 30%. Presentation, Oral presentations and demonstrations (3 X 10%), 30%.

AHT3303 PERFORMANCE STUDIES (TENNIS) III

Locations: Footscray Park.

Prerequisites: Nil.

Description: The content of this unit of study will cover the coaching (under supervision) of junior and adult players and playing against high performance junior players.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate skills and playability of International Tennis Number (ITN) 4 or
better; Demonstrate the process of coaching at junior competition and intermediate adult levels; Show confidence and proficiency as assistant coaches in a junior elite (or better) environment; Present scientific information to tennis audience (peers and non-peers) on the technique of a player.

Class Contact: Six hours per week for one semester comprising three two-hour sessions of participation.

Required Reading: Nil.

Assessment: Completion of ITN competency assessment at beginning and end of semester and a report detailing areas of personal improvement required and achieved 25%; Presentation of a video analysis on a junior player of choice (who the student has been working with) detailing the improvements in technique and playing ability over the semester 75%.

AHX0010 OLYMPIC STUDIES

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to provide students with knowledge and critical understanding of the globalisation of the modern Olympic Games. It does this by examining in detail the historical, political, cultural, philosophical and economic literature pertaining to the Olympic movement. The unit aims to give students an awareness of the relationships between the Olympic Games and sport, culture and tourism, especially as they relate to Australia in a global context.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate their knowledge of the Olympic movement in terms of its history, structure, functions, controversies and other relevant issues; Demonstrate their technical skills in various information technology areas, including the use of Web CT, Powerpoint, website-based research, etc.

Class Contact: Seminars: 12 x 2.5 hours for one semester.


Assessment: Assignment, Written assignments and presentations, 60%. Examination, Final examination, 40%.

AHX0015 SPORT AND CULTURE RESEARCH SEMINAR

Locations: Footscray Park.

Prerequisites: Nil.

Description: This elective research seminar provides an opportunity for students with a strong interest in the social sciences or humanities of sport to consider elected current research issues and topics in sport from multidisciplinary social sciences and humanities perspectives. The unit will be run partly in conjunction with departmental sport and culture-related seminars attended by fourth year honours students, graduate research students and lecturing staff currently researching in the social sciences and humanities areas.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Critically research, interpret, and then verbally discuss contemporary aspects of sport and culture from a multidisciplinary perspective; Bring historical, philosophical and sociological knowledge to bear upon written understandings of current issues associated with sport and culture; Display in written and verbal form, an advanced appreciation of different theoretical and methodological approaches to the study of sport and culture.

Class Contact: Two hours per week for one semester comprising one two-hour seminar.

Required Reading: To be advised by lecturer.

Assessment: Papers, debates, presentations, projects 100%.

AHX5017 CARDIOPULMONARY AND NEUROHORMONAL CONDITIONS FOR REHABILITATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include: cardiac pathophysiology and rehabilitation: ischaemic, myocardial, pericardial and valvar disease, heart failure, hypertension, electrocardiography; stroke (cerebro-vascular accident): cardio-respiratory deficits; pulmonary diseases: asthma, chronic bronchitis and emphysema, pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, acute respiratory tract infections; metabolic/neuro-hormonal conditions: obesity, diabetes, chronic fatigue syndrome, anaemia; inflammation, infection control (including wound management) and haemostasis.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate knowledge of: cardiac pathophysiology and rehabilitation: ischaemic, myocardial, pericardial and valvar disease, heart failure, hypertension, electrocardiography; Demonstrate knowledge of: stroke (cerebro-vascular accident), cardiorespiratory deficits, pulmonary diseases, asthma, chronic bronchitis and emphysema, pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, acute respiratory tract infections; Demonstrate knowledge of: metabolic/neuro-hormonal conditions: have a knowledge of inflammation, infection control (including wound management) and haemostasis.

Class Contact: Two hours of lectures per week for one semester.


Assessment: Attendance and participation 10%; Mid-semester exam 30%; End-of-semester exam 60%.

AHX5018 EXERCISE PRESCRIPTION FOR MUSCULO-SKELETAL AND NEUROLOGICAL CONDITIONS

Locations: Footscray Park.

Prerequisites: AHX5042 - MUSCULO-SKELETAL PHYSIOLOGY FOR REHABILITATION

Description: Exercise prescription for the following conditions: soft tissue, bone and joint injuries; extensive content on low back pain: spinal surgeries including laminectomies, fusions, discotomies and pain management; arthritis: osteo, rheumatoid, gout, ankle/syndesmosis; 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.

Required Reading: Clinical sports medicine, Brukner & Khan 2007, 3rd edn, Sydney, Australia: McGraw Hill.

Assessment: Case Study, Musculoskeletal case study, 20%. Examination, Written final exam, 40%. Examination, Practical hurdle exam, 40%. Minimum effective word limit 5000 words.

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. Aqua-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 practise exercise physiology in the workplace with the emphasis on injured or disabled workers 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.

Class Contact: Two hours per week for one semester.


Assessment: Attendance and participation 10%; Laboratory reports 60%; Practical examination 30%.

AHX5033 BIOMECHANICS THEORY AND PRACTICE FOR REHABILITATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: The theoretical component of this unit of study will provide students with general knowledge of the mechanical properties of biological materials and examine the biomechanical aspects of selected joints and the mechanics of movement applied to normal and pathological states. The practical part of the unit of study will provide students with knowledge of the biomechanical techniques used to assess human movement with an emphasis on injured or disabled individuals, and practical skills that will enable students to assess muscular function. This will include the following topics: measurement and analysis of human gait; video analysis of human movement and exercise performance with an emphasis on people recovering from, or living with, injury or illness.

Class Contact: One one-hour lecture plus one two-hour laboratory session per week for one semester.

AHX5034 EXERCISE PHYSIOLOGY IN THE WORKPLACE

Locations: Footscray Park.

Prerequisites: Nil.

Description: Students will practise the measurement, interpretation and communication of physiological data of workers and how these inter-relate to workers’ exposure to environmental and occupational stressors. Measurements will include: functional capacity evaluations (FCE); functional job analyses (FJA); and descriptions (FJD) and the subsequent matching of workers’ FCEs to the physical demands of their jobs, as identified by the FJAs and FJDs. Students will simulate the application of these in the areas of ‘work conditioning’ (for the job) and matching workers to jobs that they can manage in terms of physical capacity and skill (pre- or early-employment screening). Environmental and occupational stressors that students will investigate include any combination of: cold and heat stress; repetitive movement over the course of a shift; vibration; awkward postures and positions; high loads; endurance demands; mental and psychological stressors. Issues around fatigue management and the minimisation of human error to prevent injury will be emphasised. Students will explore the role of exercise conditioning for manual process and office workers in managing risk factors (including lifestyle factors) and/or current or past injury or preventable illness. They will also prescribe the exercise of both individual and group work-oriented exercise programs involving workers in simulated or actual work tasks, mainly in healthy workers, but including those recovering from injury or lifestyle-related illness.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: Two hours per week comprising a blend of lectures, group and laboratory work, supplemented by online teaching and mentoring (WebCT).


Assessment: Note: Core Graduate Attributes do not apply to postgraduate programs at this time. Literature review (2000-3000 words) 40%; Case report (1200 words each, excluding graphs, diagrams, tables, references) 30%; Laboratory skills and competencies 30%.

AHX5040 CASE MANAGEMENT FOR CLINICAL EXERCISE 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit enables students to continue to develop knowledge and skills related to the professional roles of clinical exercise physiologists. Students will explore professional requirements for case management in occupational rehabilitation, industry, and insurance sectors. Students will learn to plan and document clinical exercise service delivery to apparently healthy individuals, notably people seeking functional conditioning to meet the physical demands of work, and also people with occupational injuries seeking rehabilitation. Using a case-based learning model, particular attention will be given to the role, importance, and difficulties posed by various health systems (eg: insurance caps of health care costs) and co-morbid disease (eg: depression, chronic fatigue syndrome).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate knowledge of the scope of professional roles available to clinical exercise practitioners, and how these intersect with the roles of other health professionals in the provision of services to people seeking functional conditioning to meet the physical demands of work, and people with occupational injuries seeking rehabilitation; Demonstrate knowledge of Australian health systems in the occupational, private industry and insurance sectors, including requirements for record keeping, billing procedures, referral and communication pathways and protocols between clinical exercise practitioners and other allied health professionals and medical practitioners; Design/select assessment methods and protocols, including history taking of clinical, lifestyle and environmental factors, risk factor stratification and risk/benefit analyses, assessments of functional, physical activity and exercise capacities, monitoring of signs and symptoms before, during and following exercise and capacity to take timely and appropriate action, identification of indicated and contraindicated exercises from all of the above factors; Demonstrate the knowledge and methods of effecting behavioural change to promote better health through exercise participation, with an emphasis on the graduated transfer from dependence on the clinical exercise practitioner to self-management strategies; Demonstrate the technical, ethical, management and legal challenges and issues associated with providing a competent service in clinical exercise in the occupational rehabilitation, industry, and insurance sectors; Demonstrate the use of evidence bases, particularly published research and practice models, in the design provision, and evaluation of clinical exercise services.

Class Contact: One hour case-based tutorial plus one hour practical session per week for one semester.


Assessment: Case-based assessment 100% comprising two written case study reports submitted during the semester (800-1000 words each, 2 x 25% each) and an end of semester final written examination comprising two case studies (500-1000 words each, 50%).

AHX5041 FUNCTIONAL ANATOMY

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study content will include: the physical properties of bone and collagenous tissues, arthrology, muscular system, 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, and ankle foot complex; Demonstrate knowledge of the vertebral column, posture, locomotion, anatomy and performance.

Class Contact: Two hours of lectures and two hours of practical per week for one semester.


Assessment: Final examination 60%; Ongoing assessment 10%; Flag-race (practical) exam 30%.
AHX5042 MUSCULO-SKELETAL PHYSIOLOGY FOR REHABILITATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include: mechanisms of injury and repair in skeletal muscle and other soft tissues, bones and joints; chronic pain management; low back pain: spinal surgeries including laminectomies, fusions, discectomies and pain management; arthritis: osteo, rheumatoid, gout, ankylosing spondylitis; osteoporosis; stroke (cerebro-vascular accident): musculo-skeletal deficits; knee and shoulder reconstructions; knee and hip replacements; detrimental effects of long term inactivity and bed rest.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to: Recognise signs and symptoms in relation to the musculo-skeletal conditions covered in the unit; Understand the natural histories of musculo-skeletal diseases; Demonstrate basic knowledge and modes of self-learning for the medical, surgical and physical therapies that are effective for people with the conditions; Understand the role of exercise in the management of these diseases; Gather knowledge of the indications and contraindications of exercise.

Class Contact: Four hours of lectures per week for one semester. Weeks 1 to 6 inclusive will consist of theory content (muscles, joints, tendons and ligaments and associated assessment procedures and pathological conditions). Weeks 7 to 12 will consist of practical classes covering the assessment of said muscles, joints, ligaments and tendons through Observation, palpation of anatomical landmarks and muscles/tendons/ligaments/bones; standard muscle and joint tests used by clinical Exercise Physiologists in standard practice; posture and gait assessment; reflex tests; some basic special neurological tests used in EP practice.

Required Reading: Clinical Sports Medicine, Brukner & Khan 2007, 3rd edn, McGraw Hill.

Assessment: Assignment, Brief client information sheet of an allocated musculoskeletal condition, 15%. Case Study, 2 case studies of musculoskeletal conditions, 25%. Examination, Final examination of theory and some practical material, 60%. Total effective word limit 5000 words

AHX5043 QUANTITATIVE AND QUALITATIVE RESEARCH DESIGN AND METHODS FOR PRACTITIONERS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include: sampling and analytic methods for quantitative and qualitative research; questionnaire design and evaluation; determination of validity and reliability of research designs; development of ethics applications; evaluation of research designs of published papers.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to design, conduct and evaluate the following categories of research, using both quantitative and qualitative methods: single case reports or case studies, population-wide surveys, observational outcome studies and randomised trials.

Class Contact: Two hours of lectures and one hour of tutorials per week for one semester.


Assessment: Four approved assignments of up to 1000 words or equivalent 25% each. Each will draw on quantitative and/or qualitative methods to analyse or critique one of the following: single case report or case study; population-wide survey; observational outcome study; and randomised trial.

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 intersect 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.

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, anklylosing 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, on clients with musculoskeletal and/or neurological conditions; Develop the knowledge and methods of effective provision, business management, and legal responsibility issues regarding clinical exercise services.

Class Contact: Occasional classes; 140 hour industry placement.


Assessment: Placement CV (500 words) 15%; Placement log book (500 words) 10%; Case reports (500 words) 15%; Placement report (1500 words) 60%.

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 and to observe the roles of other team members in clinical exercise practices. On successful completion of this unit, 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.

Class Contact: On hour tutorial plus one hour practical session per week for one semester.


Assessment: Case study (1000 words) 20%; Written examination (2000 words) 40%; Practical examination 40%.

AHX5048 CLINICAL EXERCISE PRACTICE 3

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit will broaden 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 and to observe the roles of other team members in clinical exercise practices. On successful completion of this unit, 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.

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%.
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 or other conditions such as cancer, depression, chronic fatigue syndrome etc. Students will be supervised in the workplace by an approved supervisor, with additional mentoring by university staff. Under supervision, students will practise with actual clients and document their learning experiences under one of the following categories (where the client fits more than one category, the experiences will be recorded in the category for which the client fits best): 1. apparently healthy; 2. cardiopulmonary and/or metabolic conditions; 3. musculoskeletal, 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; 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 effects of clinical exercise and ethical considerations of 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 practise with actual clients and document their learning experiences under one of the following categories (where the client fits more than one category, the experiences will be recorded in the category for which the client fits best): 1. apparently healthy; 2. cardiopulmonary and/or metabolic conditions; 3. musculoskeletal, neurological, and/or neuromuscular conditions.

Class Contact: Four hours in total for one semester. Field contact: 170 hours in total for entire unit.

Required Reading: To be advised by lecturer.

Assessment:
Satisfactory/Unsatisfactory.

Report, Supervisors Report/Logbook for 170 hours in total, Pass/Fail. Total effective word limit 5000 words

AHX5070 EXERCISE FOR REHABILITATION FIELDWORK (FULL-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to provide students with experience in exercise prescription, design, conduct and evaluation of exercise rehabilitation programs. It also provides practical knowledge of differing organisational models, the roles of other health professionals, referral and communication pathways and medical record systems.

Credit Points: 12

Learning Outcomes: On successful completion of this unit (170 hours of placements), students are expected to be able to: Demonstrate experience in exercise prescription, design, conduct and evaluation of exercise rehabilitation programs; Demonstrate practical knowledge of differing organisational models, the roles of other health professionals, referral and communication pathways and medical record systems.

Class Contact: Eight seminar hours in total for one semester as well as 170 hours of field contact (six weeks).

Required Reading: To be advised by lecturer.

Assessment:
Satisfactory / Unsatisfactory.

Report, Supervisors Report/Logbook for 170 hours in total, Pass/Fail. Total effective word limit 5000 words

AHX5071 EXERCISE FOR REHABILITATION FIELDWORK (PART-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to: provide students with experience in exercise prescription, design, conduct and evaluation of exercise rehabilitation programs; and practical knowledge of differing organisational models, the roles of other health professionals, referral and communication pathways and medical record systems.

Credit Points: 6

Learning Outcomes: To be advised.
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 non-clinical 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

AHX6020 DIRECTED STUDY

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides the opportunity for students to extend their knowledge and skills in the general topic area where they intend to carry out their research. A number of educational processes are equally valid and some might be particularly appropriate to specific disciplines or research endeavours. There is no desire to restrict the potential educational exercises by specifying what is acceptable. Designated research supervisors are responsible for determining acceptability of the nature and scale of directed studies in discussion with individual students. A number of examples of likely ways in which study may be directed will illustrate the possibilities. It is possible for issues to be raised which relate to the topic of research. These could be addressed by consulting the literature and writing critical review or research papers. It might be that two or three such papers would constitute the appropriate scale of work. In some specialist areas the most fruitful preparation for the thesis would be to audit a coursework unit of study in this or another institution. The thesis research may depend crucially on the development of a measuring instrument and this development could be the substance of the Directed Study. Similarly, it might be deemed essential to pilot a new research technique, which is proposed to be used in the main thesis study. The pilot study could be the content of the Directed Study. These examples merely illustrate the nature of the Directed Study unit. The unit of study will remain flexible, permitting a whole range of equivalent exercises to be included. The main criterion for acceptance is that the activity is considered by the supervisor to be valuable preparation for the thesis research.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Nine hours per week for one semester comprising one one-hour tutorial and eight hours of practical sessions.

Required Reading: To be advised by lecturer.

Assessment: Students are assessed on satisfactory completion of the Directed Study contract with the supervisor. Note: the methods of assessment are to be detailed by negotiation between the student and the supervisor.

AHX6030 MINOR THESIS (FULL-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: The Minor Thesis unit of study builds on the development made in Research Design and AHX6020 Directed Study. Specifically, with the continued advice and guidance of the research supervisor, the student carries through the research protocol, which was developed and refined in the Research Design unit 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

Learning Outcomes: To be advised.

Class Contact: AHX6030 Minor Thesis (full-time): 15 hours per week for one semester. AHX6035 Minor Thesis (part-time): 7.5 hours per week for two semesters.

Required Reading: To be advised by lecturer.

Assessment: Thesis 100%. Students must attend the Graduate Research Seminar program and present a report on their results, analysis and conclusions to a meeting of 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 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 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: 24

Learning Outcomes: To be advised.

Class Contact: AHX6030 Minor Thesis (full-time): 15 hours per week for one semester. AHX6035 Minor Thesis (part-time): 7.5 hours per week for two semesters.

Required Reading: To be advised by lecturer.

Assessment: Thesis 100%. Students must attend the Graduate Research Seminar program and present a report on their results, analysis and conclusions to a meeting of 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 unit with corrections to the satisfaction of the School’s Research and Graduate Studies Committee; student to pass a written or oral examination to pass thesis; deferred for resubmission after major revision; fail. In the event that there is a disagreement between the examiners, a third examiner will be appointed.

AHX6041 EXERCISE PRESCRIPTION FOR CARDIOPULMONARY 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, anemia.

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 anemia.

Class Contact: One one-hour lecture per week; one one-hour practical per week.


Assessment: Attendance and participation 10%; Assignments 30%; Tests (practical, oral and written) 60%.

AHX6042 CASE MANAGEMENT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include: structure and management of the public and private health systems; working in a rehabilitation team with physicians, physiotherapists, occupational therapists; management and presentation skills; medical terminology and common abbreviations used in referrals and correspondence; report writing; professional ethics; working as a consultant (independent provider) in rehabilitation; funding arrangements for WorkCover, TAC and private health fund clients; an introduction to occupational health and safety; referral systems for groups; management of mixed ability groups; monitoring and evaluation of rehabilitation programs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Comprehend, explain, discuss and debate a code of ethics or code of conduct relevant to the allied health profession of exercise physiology; Plan and write a letter of referral for a client to another health professional; Plan, prepare and demonstrate use of a clinical history case record form; Plan, prepare and demonstrate use of an invoice and receipt for a clinical consultation; Plan and write a workplace risk assessment for a client.

Class Contact: Two hours per week for one semester.


Assessment: Assignments and presentations 80%; Attendance and participation 20%.

AHX6045 EXERCISE THERAPY FOR NEUROLOGICAL & NEUROMUSCULAR DISORDERS

Locations: Footscray Park.

Prerequisites: AHX5041 - FUNCTIONAL ANATOMY

AHX5042 - MUSCULO-SKELETAL PHYSIOLOGY FOR REHABILITATION

Description: The unit content includes: mechanisms of injury and repair in neurological and neuromuscular tissue; spinal cord and peripheral nerve injuries; acquired brain injury; stroke (cerebro-vascular accident): neurological and neuromuscular deficits; multiple sclerosis; Parkinson’s disease; muscular dystrophy; mitochondrial myopathies; cerebral palsy/ageing; detrimental effects of long term inactivity and bed rest.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Recognise signs and symptoms in relation to the neurological and neuromuscular conditions covered in the unit; Understand, explain and describe the natural histories of neurological and neuromuscular conditions/diseases; Understand, explain and describe the medical, surgical and physical therapies that are effective for people with these conditions/diseases; Understand, explain and describe the role of exercise in the management of these conditions/diseases; Gather knowledge of the indications and contraindications to exercise in people with these conditions/diseases.

Class Contact: Two hours of lectures per week for one semester.

Required Reading: ACSM’s exercise management for person’s with chronic diseases and disabilities, Durstine, Moore, Painter & Roberts 2009 3 Human Kinetics Lecture slides and electronic reading materials will be made available from www.staff.vu.edu.au/exrehab. Notes available in hard copy only will be distributed in class.

Assessment: Assignment, Client Information sheet, 30%. Examination, Final examination, 70%. Total effective word limit 5000 words
**AHX6046 EXERCISE FOR REHABILITATION CLINICAL PRACTICE (FULL-TIME)**

**Locations:** Footscray Park.

**Prerequisites:**

**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.

**Class Contact:** 180 hours industry placement.


**Assessment:** Other, Choice of written report, project or exam (see below), 100%.

Written Case Reports, 10-20 cases, total word limit 5,000 - 20,000 words 100% OR

Minor Research Project (10 - 20 weeks), total word limit 20,000 words 100% OR

Exit exam (oral and practical) comprising three case studies (normal healthy client); musculo-skeletal; cardio-respiratory client to be undertaken with two internal and two external examiners 100%.

**AHX6047 EXERCISE FOR REHABILITATION CLINICAL PRACTICE (PART-TIME)**

**Locations:** Footscray Park.

**Prerequisites:**

**Description:** To apply the theoretical and practical knowledge gained in the unit to the design, implementation and evaluation of exercise rehabilitation programs, using both individual and group models. Practical experience with all aspects of case management, including working as part of the rehabilitation team, report writing, professional ethics and exposure to the public and private health systems.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Apply the theoretical and practical knowledge gained in the unit to the design, implementation and evaluation of exercise rehabilitation programs, using both individual and group models; Demonstrate practical experience with all aspects of case management, including working as part of the rehabilitation team, report writing, professional ethics and exposure to the public and private health systems.

**Class Contact:** Twenty-week industry placement.


**Assessment:** Other, Choice of written report, project or exam (see below), 100%.

Written Case Reports, 10-20 cases, total word limit 5,000 - 20,000 words 100% OR

Minor Research Project (10 - 20 weeks), total word limit 20,000 words 100% OR

Exit exam (oral and practical) comprising three case studies (normal healthy client); musculo-skeletal; cardio-respiratory client to be undertaken with two internal and two external examiners 100%.

**AHZ0001 INTRODUCTION TO RESEARCH DESIGN AND METHODS**

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

**Prerequisites:** Nil.

**Description:** This unit of study will provide an introduction to research methods and design for the social sciences. This will include: a review of the scientific methods and ways of knowing; quantitative and qualitative paradigms; questionnaire design and evaluation; validity and reliability of research designs; and ethical issues and evaluation of the research design of published papers. The unit of study will also include an introduction to sampling and methods of data collection and analysis for quantitative and qualitative research. The study of quantitative methods will focus on experimental, correlation and survey designs and of the corresponding methods of data analyses including descriptive and inferential statistics, correlation and regression hypothesis testing. The qualitative research designs to be studied in some detail will be drawn from case study, ethnography, grounded theory, phenomenology, historical research, philosophical research and action research. The role of the researcher in collecting qualitative data will be discussed along with methods of analysing qualitative data.

**Credit Points:** 12

**Learning Outcomes:** To be advised.

**Class Contact:** One two-hour seminar and one one-hour tutorial per week for one semester.

**Required Reading:**

**Assessment:** A research proposal and/or approved assignments related to research literature and processes in professional practice (3000 words for Graduate Diploma students; 5000 words for Masters, PhD students) 100%.
Prerequisites: Nil.

Description: This unit of study, the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies, consists of a project carried out by students on an individual basis. The project is expected to be: an investigation of an approved topic, followed by the submission of a suitably formatted thesis or performance in which the topic is introduced and formulated; the investigation described in detail; results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

Credit Points: 48

Learning Outcomes: To be advised.

Class Contact: Independent research in addition to regular meetings with the student’s supervisor(s).

Required Reading: To be advised by supervisor.

Assessment: The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.

AHZ8110 RESEARCH THESIS (ARTS BASED) (PART-TIME)

Locations: Footscray Park, City Flinders.

Prerequisites: Nil.

Description: This unit of study, the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies, consists of a project carried out by students on an individual basis. The project is expected to be: an investigation of an approved topic, followed by the submission of a suitably formatted thesis or performance in which the topic is introduced and formulated; the investigation described in detail; results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Independent research in addition to regular meetings with the student’s supervisor(s).

Required Reading: To be advised by supervisor.

Assessment: The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.

AHZ8210 RESEARCH THESIS (SCIENCE BASED) (PART-TIME)

Locations: Footscray Park, City Flinders.

Prerequisites: Nil.

Description: This unit of study, the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies, consists of a project carried out by students on an individual basis. The project is expected to be: an investigation of an approved topic, followed by the submission of a suitably formatted thesis or performance in which the topic is introduced and formulated; the investigation described in detail; results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Independent research in addition to regular meetings with the student’s supervisor(s).

Required Reading: To be advised by supervisor.

Assessment: The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.
Below are details of courses offered by the Faculty Delivered - AEHD in 2011. This information is also available online on the University’s searchable courses database at www.vu.edu.au/courses

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

DOCTOR OF PHILOSOPHY

Course Code: APXF

Campus: Other, 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: 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.}