ARTS, EDUCATION AND HUMAN DEVELOPMENT HANDBOOK 2006
A database containing all course information in this Handbook is on the University’s website at: www.vu.edu.au

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Caution: This Handbook provides a guide to courses available within the Faculty of Arts, Education and Human Development, Education and Human Development at the University in 2006. The Handbook cannot hope to cover all of the various options adequately, although it attempts to be as accurate as possible, and students should always check with the relevant faculty or school officers in planning their courses. The Handbook also includes descriptions of courses that may be altered later or that may not in fact be offered due to insufficient enrolments or changes in teaching personnel. The fact that details of a course are included in the Handbook can in no way be taken as creating an obligation on the part of the University, faculty or school to teach it in any given year, or to teach it in the manner described. The University reserves the right to discontinue or vary courses at any time without notice.

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HOW TO USE THIS BOOK
Welcome to the Faculty of Arts, Education and Human Development Handbook 2006. The Handbook is designed to provide students with detailed information on course structure, subject content, on-campus facilities and University regulations and procedures required for the successful completion of study.

The General Information section answers some frequently asked questions about how an Arts degree actually works, including how to plan your major areas of study, and what kind of jobs an Arts degree can lead to.

The Undergraduate Studies section outlines the structure and requirements of the entire undergraduate courses offered by the Faculty of Arts, Education and Human Development. These courses are grouped together under Generalist Degree programs, Specialist Degree programs, Combined Degree programs and Honours programs. The course outlines are followed by a description of all undergraduate majors offered within each of these courses. Subject details are then listed in alphanumeric order.

The Postgraduate Studies section provides some general information about studying a higher degree by research. This is followed by an outline of each of the coursework postgraduate programs offered by the Faculty of Arts, Education and Human Development. Postgraduate programs are listed in alphabetical order according to their area of study. Subject details are then listed in alphanumeric order.

The back section of the Handbook includes useful information about articulation and credit transfer, recognition of prior learning, admission and enrolment procedures and services available to students.

HANDBOOK ON THE WEB
A database containing all course information in this handbook is on the University’s website at: www.vu.edu.au

CREDIT POINTS
Victoria University has a credit points system in which each unit of study is given a value according to its academic weighting. To complete each year of a course, students must complete subjects to the value of 96 points. For more information on credit points, see the ‘Admissions, Enrolments, Examinations, Graduations and Academic Procedures’ section in the back of this handbook.

PLEASE NOTE
Students’ and prospective students’ attention is drawn to the possibility that due to circumstances that cannot be foreseen, the details of the programs, courses and subjects set out in this handbook might change after the date of publication. Accordingly, before final decisions are made or enrolments occur based on information contained in the Handbook, each student or prospective student should contact the Faculty Manager on (03) 9919 2369 to ensure that the pertinent information is still accurate.
In 2005, the Faculty of Arts, Education and Human Development took shape alongside Victoria University’s re-profiling of itself as a New School of Thought. These outward changes are signposts to the exciting innovations in curricula design and delivery taking place within the institution. I invite you to look in particular at our teaching and learning programs, to review our record of research and scholarship, and then join us in the vibrant intellectual community that is our new Faculty.

First and foremost we are a Faculty that values education as a transformative experience. The programs we offer range across a wide variety of academic and applied fields. We have specialist Bachelor degrees in communications, education and pedagogy, sports psychology, social work, counselling, community development, legal studies, advocacy, recreation and performance, gender studies and computer mediated art. Our learning laboratories have the latest technologies, the library is globally linked and can deliver archival materials as well as current books and journals; our teaching staff are active researchers with highly regarded publications. We are an energetic and innovative Faculty engaged by the challenges facing universities and education in the 21st century, and we are committed to the delivery of the best practices to all students.

As an innovative Faculty, we are oriented to the future while preserving the enduring wisdom of the past. We provide major areas of study in the traditional areas of the humanities and social sciences such as politics, English, history, psychology, sociology, philosophy and languages, and we build from these foundations the means for understanding the societies of the future. We recognize the necessity to develop the skills to address the challenges of urban expansion, population movement, sustainable communities and equitable opportunities. Students with Arts and specialist degrees from our Faculty develop abilities to take on leadership roles in society, to make significant contributions to team achievements, to display the cultural awareness and sensitivity necessary for the success of civil society.

The quality of teaching and learning in this Faculty is of paramount importance, and those choosing to join us will become members of a lively community of scholars who are engaged by the challenges of contemporary society on a global scale as well as in the immediate locale of the western region of Victoria. Take a look at the details of our teaching and research interests, examine the innovative modes of learning practices we encourage, contact us with your questions and join us in the intellectual adventure provided by a new Faculty engaged by the promises of a new school of thought.

Professor Joanne Finkelstein
Executive Dean, Faculty of Arts, Education and Human Development
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Facsimile: (03) 9919 2242
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St Albans Campus
McKechnie Street, St Albans
PLANNING AN ARTS DEGREE: HOW DOES IT WORK?

WHICH ARTS DEGREE SHOULD I CHOOSE?
The Faculty of Arts, Education and Human Development offers a wide variety of Arts degrees ranging from our generalist programs to our more specialist programs in Advocacy and Mediation, Asian Studies, Community Development, Computer Mediated Art, Multimedia, Legal Studies, Public Relations, Human Services, Globalisation Studies, Social Work and the Bachelor of Psychology and Bachelor of Science (Psychology). The Faculty also offers joint-degree courses which offer combined studies in Arts and Business, and Arts and Law, and which are designed to provide graduates for emerging opportunities in Australia’s changing economy. Students can combine their studies in Asian Studies with either International Trade or Tourism Management and studies in Communication; Studies, Professional Writing, and Psychology with studies in Information Systems. A combined degree in Psychology and Human Resource Management is also on offer.

So which course is the right one for you? For some the choice will be relatively easy. For instance if you are interested in a career in Public Relations, then you would choose the Bachelor of Communication (Public Relations) degree.

For others, however, the decision will not seem so clear. When choosing your course you need to think about what subjects you think you may enjoy and your own personal career goals and ambitions. Experience shows that students with a genuine interest in a particular area will always perform well, so be sure to choose a course that most interests you.

Some professions, such as psychology, will also require you to complete specific subjects in order to be professionally recognised, so you need to be aware of these types of requirements if you have a certain career path in mind. Many postgraduate courses will also have specific entry requirements, so you may well need to think ahead when choosing your undergraduate course.

We advise you to read closely the information contained in this handbook so you can familiarise yourself with our courses and subjects, so you can then make an informed decision about your future.

WHAT SUBJECTS CAN I STUDY?
If you are undertaking one of the specialist programs, then you will normally be required to complete a major study in a particular area. For example, if you are enrolled in the Bachelor of Arts in Multimedia you will be required to undertake a major in Multimedia. The joint degrees, together with the Bachelor of Social Work, Bachelor of Science (Psychology), Bachelor of Communication (Public Relations) and the Bachelor of Arts (Computer Mediated Art) are also relatively structured. In the first year of most courses students will also normally be required to complete a foundation type subject, which is designed to equip students with research skills and techniques.

Most of the courses that we offer however are extremely flexible and students will have a wide range of interdisciplinary subjects to choose from within the humanities and social sciences. Students are also able to undertake subjects from other Faculties, with the permission of the relevant Course Co-ordinator.

Students have a choice of the following undergraduate majors within the Faculty of Arts, Education and Human Development (see subject descriptions for subject syllabus):

**FOOTSCRAY PARK CAMPUS**
- Advanced English for Speakers of Other Languages
- Advocacy and Mediation*
- Asian Studies
- Chinese (Mandarin)
- Cultural Studies
- History
- Histories of the Present
- International Communication and Culture*
- Japanese
- Literary Studies
- Multimedia*
- Political Science
- Psychology*
- Social Research Methods
- Sociology
- Spanish
- Vietnamese

*On offer in specified courses only

**ST ALBANS CAMPUS**
- Communication Studies
- Community Development*
- Computer Mediated Art*
- Gender Studies
- Human Services*
- Interpersonal and Organisational Studies*
- Literary Studies
- Media Studies
- Multimedia
- Organisational Studies
- Policy Studies
- Professional Writing
- Psychology
- Psychosocial Studies
- Public Relations*
- Social Research Methods
- Social Work
- Sociology
- Sociology of the Global South
- Spanish

WHAT IS A MAJOR?
All of the BA courses require students to complete at least two majors. A major refers to six sequential subjects within the one discipline. This means for example that if you want to obtain a major in Professional Writing, you would be required to complete a specified Professional Writing subject each semester for three years.

WHAT IS AN ELECTIVE?
An elective normally refers to a subject of your choice that is outside your chosen majors.

CAN I STUDY ARTS SUBJECTS FROM ANOTHER CAMPUS OF THE UNIVERSITY?
Students may study Arts subjects that are taught at another campus of the University, with the permission of their Course Co-ordinator. You should refer to the requirements of your particular course, to find out how many subjects you may undertake outside your own campus. When choosing inter-campus subjects, you need to take into consideration travel time between campuses and must ensure that your timetable does not clash. You should contact the Faculty of Arts, Education and Human Development office for enrolment procedures.
**FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT**

**CAN I STUDY SUBJECTS FROM ANOTHER FACULTY WITHIN THE UNIVERSITY?**

Students may study subjects that are offered in another Faculty of the University, with the permission of their Study Advisor and the other Faculty. Many students for example, undertake Economics, Tourism, Information Technology, Drama and Recreation as part of their courses. If you are undertaking outside subjects you will need to ensure that your timetable does not clash. You should contact the Faculty of Arts, Education and Human Development office for enrolment procedures. Please note that you are only permitted to enrol in a maximum of six subjects outside the Faculty of Arts, Education and Human Development.

**CAN I STUDY SUBJECTS FROM ANOTHER UNIVERSITY?**

Students may apply to undertake subjects at another University, if that subject is not offered at Victoria University. This is referred to as complementary enrolment. You must obtain written permission from the Faculty of Arts, Education and Human Development before you can apply to the other Institution. If you intend undertaking a complementary enrolment you are required to submit a copy of your results to the appropriate Faculty office at the end of each semester, in order to receive credit for your studies. If you are wishing to apply for complementary enrolment at another University you will need to contact the other institution for enrolment procedures. Please note that most Universities have specific closing dates for complementary enrolments, so you should contact the relevant institution well in advance. When choosing complementary subjects, you need to take into consideration travel time between the two institutions and ensure your timetable does not clash. Under a new agreement signed by all Victorian Universities all languages are available to students from across the State.

**HOW MANY CLASS CONTACT HOURS WILL I HAVE?**

At first year level most students undertaking a BA degree on a full-time basis will normally have approximately 12–16 hours a week of class contact hours. Depending on the subjects you enrol in, these classes will normally take the form of lectures, tutorials, seminars and perhaps laboratories and practical classes. You are expected to dedicate at least 15–20 hours per week to personal study in addition to your class contact hours.

**HOW LONG CAN I TAKE TO COMPLETE MY DEGREE?**

The normal duration of a BA degree is three years full-time, whilst the normal duration for a joint degree is four years full-time. You may however undertake some or all of your course part-time. You may also take leave of absence from your course, for a specified period. You must however normally complete your degree within ten years from the commencement of your initial enrolment.

**CAN I STUDY PART-TIME?**

Students may enrol on a part-time basis. In order to be enrolled part-time, you must be enrolled in subjects with equivalent of less than 24 credit points per semester. At first year level that means undertaking one or two subjects compared to the four subjects taken by full-time students. Part-time students should note that only a select number of subjects will offer evening classes, and you should be aware that the majority of subjects are taught during the day.

**CAN I RECEIVE CREDIT FOR PREVIOUS STUDY?**

Students who have previously obtained passes in subjects at tertiary level may be eligible for exemptions from some subjects within their chosen degree. You cannot be granted exemptions for VCE or community education subjects. All applications for exemption must be accompanied by appropriate evidence of results (e.g. official academic transcript) and course details (e.g. subject details from a University handbook). You may receive either matched exemption (i.e. exemptions for which there are equivalent subjects in the relevant degree) or unmatched exemptions (i.e. exemptions for which there are no equivalent subjects in the relevant degree.) Each case will be examined on its own merit.

**CAN I CHANGE MY SUBJECTS?**

Students have the option to change their subjects until the end of the second week in a semester. Enrolment amendment forms must be lodged at the relevant Faculty of Arts, Education and Human Development office before March 31 for Semester 1 and August 31 for Semester 2.

**CAN I DEFER FROM MY COURSE?**

Students may be granted a 12-month deferment prior to the commencement of their course. You should check with the relevant faculty office to determine whether deferment is permitted for your particular course. This means that your place in the course will be kept for a maximum of twelve months. Deferment is only granted for 12 months. If you wish to extend your deferment you will need to reapply for admission to your course. If you are wishing to defer you should contact the relevant Faculty of Arts, Education and Human Development office for application details after receiving an offer of a place. Deferment will not be granted on the grounds that you wish to undertake another course.

**CAN I TAKE LEAVE OF ABSENCE FROM MY COURSE?**

Continuing students may be granted a period of 12 months leave of absence from their course with the permission of their Course Coordinator. Application forms are available from each of the Faculty of Arts, Education and Human Development offices and should be lodged before March 31 for Semester 1 and August 31 for Semester 2.

**WHAT IF I HAVE DIFFICULTY WITH MY COURSE?**

The University understands the transition to University life for some students is often difficult and has therefore established several support mechanisms. If you are having difficulties with the academic content of your course, or are experiencing personal problems that are affecting your studies, then you should contact either your Study Advisor or a member of the Faculty office. Students are encouraged to lodge an application for Special Consideration, if they have experienced severe medical or personal problems throughout the semester.

If you are having difficulties with your studies you may contact any of the following units for additional support:

- Student Learning Unit;
- Student Representative Council (SRC);
- Student Union;
- Student Services.
WORKING LIFE. The skills you develop as an Arts student will be the types of jobs now existing will be changed by technology over your effect in the process of completing an Arts degree. Many of the and flexibility in approach – all skills which can be developed effectively as part of a team, analysis and research, writing skills mentioned as important were communication skills, ability to work survey of graduate employers, the top five skills and attributes have chosen, but rather the skills you have developed. In a recent Employers are not necessarily concerned about the subjects you wide range of careers.

One of the most common questions asked by students is what job can I get if I do an Arts degree? Unlike some of the more specific undergraduate degree courses, such as Business or Engineering, where the career path seems more clear cut, prospective students cannot always see where an Arts degree is going to lead them. Of course many students embarking on Arts degrees do have specific career goals in mind such as psychology, social work, town planning, teaching, public administration, the media, librarianship and other professions. However, regardless of whether or not you have a preferred career path, an Arts degree can provide you with a very broad range of skills, which will enable you to embark on a wide range of careers.

Employers are not necessarily concerned about the subjects you have chosen, but rather the skills you have developed. In a recent survey of graduate employers, the top five skills and attributes mentioned as important were communication skills, ability to work effectively as part of a team, analysis and research, writing skills and flexibility in approach – all skills which can be developed effectively in the process of completing an Arts degree. Many of the types of jobs now existing will be changed by technology over your working life. The skills you develop as an Arts student will be the foundation for you to move through quite different careers. Australia is increasingly a services economy, a nation whose highly trained professionals have skills in demand worldwide. An Arts degree can lead to careers in many different professions. Some of our past graduates have found careers in the following areas:

- Red Cross field officer in Cambodia;
- Diplomatic Service;
- manager of a regional office of a State Government agency;
- VCE Co-ordinator at a secondary school;
- university lecturer;
- public relations officer in a local council;
- vocational counsellor in a prison;
- crisis counsellor for an ethnic community association;
- management consultant in human services;
- disability support officer in a State government department;
- co-ordinator, service integration project;
- multilingual information officer;
- community development officer, Maltese Community Council;
- project officer, Spanish-speaking community;
- trainee journalist in a state utility;
- video librarian and editor, AFL club;
- psychosocial rehabilitation worker;
- co-ordinator, neighbourhood house;
- financial counsellor;
- research assistant at a University;
- administrative co-ordinator at a major hospital;
- communications manager, international fast food chain;
- graduate trainee with a major multinational company;
- technical writer for a major manufacturing company;
- actor;
- film editor;
- teacher teaching English in Japan;
- working on an AIDS prevention program in Thailand;
- primary school teacher;
- para-legal officer in major law firm.

CAREERS FOR ARTS GRADUATES

The following awards were presented in 2005:

**SCHOOL OF COMMUNICATION, CULTURE & LANGUAGES**

**JIANGSU CHINA TRAVEL SERVICE AWARD**
The most promising Chinese-language student.

**VIETNAMESE TEACHERS’ ASSOCIATION OF VICTORIA AWARD**
Best non-Vietnamese student in first-year Vietnamese language (Beginners stream).

**JABI INTERCULTURAL CENTER AWARD**
Best third-year Japanese-language student.

**ORICA DEER PARK ENCOURAGEMENT AWARD**
Best overall ‘Communications for Science’ student.

**ORICA DEER PARK ENCOURAGEMENT AWARD**
Best ‘Communications for Science’ research essay.

**FRED MORTON AWARD**
Best ‘Communication Studies’ graduating student.

**SPANISH AWARD**
Best achievement in a Spanish subject.

**CHRISTINA MARQUET AWARD**
The most outstanding student in the Language & Communication subject for Engineers.

**DR HEATHER NIX MEMORIAL AWARD**
Most outstanding mature-age student in third-year Professional Writing.
CCL POSTGRADUATE ACHIEVEMENT AWARD
The most outstanding achievement in a thesis.

OVERLAND LITERARY STUDIES AWARD
Best first-year Literary Studies student.

OVERLAND LITERARY STUDIES AWARD
Best Literary Studies Honour student.

COMPUTERS NOW MULTIMEDIA AWARDS
Best first- and second-year students, best website development.

SCHOOL OF SOCIAL SCIENCES
ANZ INTERNATIONAL AWARD
Best Honours Thesis in the field of International Studies.

THE ROYAL THAI CONSULATE – GENERAL AWARD
Best third-year student in Asian Studies Major.

ASIAN STUDIES AWARD
Best student in first-year International Studies.

HISTORY AWARD
Best graduating student in third-year History.

VICTORIAN COUNCIL OF SOCIAL SERVICES (VC OSS) AWARD
Most outstanding third-year Policy Studies Research Project.

SOCIAL SCIENCES AWARD
Outstanding contribution to scholarship (essay or report to publishable standard).

SOCIAL SCIENCES AWARD
Significant contribution to the intellectual/social culture of the University.

SOCIAL SCIENCES AWARD
A project which makes a significant contribution to the wider community.

ROD ELPHINSTONE COMMEMORATIVE AWARD
Best graduating student in Bachelor of Arts, Advocacy and Mediation.

BACHELOR OF ARTS LEGAL STUDIES AWARD
Best graduating student in third-year Legal Studies.

SOCIAL WORK AWARD
Outstanding commitment and achievement over the social work course.

SCHOOL OF PSYCHOLOGY
AUSTRALIAN PSYCHOLOGICAL SOCIETY AWARD
Top fourth-year graduating student.

APS COMMUNITY PSYCHOLOGY COLLEGE (VICTORIA SECTION) AWARD
Best student in Masters of Applied Psychology (Community Stream).

PSYCHOLOGY 1 AWARD
Highest overall mark in first-year Psychology.

PSYCHOLOGY 2 AWARD
Highest overall mark in second-year Psychology.

PSYCHOLOGY 3 AWARD
Highest overall mark in combination of Psychology 3A/3B.

FACULTY AWARDS
POSTGRADUATE RESEARCH AWARD
Award for Best Postgraduate Research Thesis, for a research Masters or PhD thesis submitted and examined in 2004.

THE DEAN’S AWARD
The best undergraduate student from the Faculty of Arts, Education and Human Development in their final year of study.
UNDERGRADUATE STUDIES

GENERALIST DEGREE PROGRAMS

BACHELOR OF ARTS
(FOOTSCRAY PARK)

Course Code: ABHC
Campus: Footscray Park

COURSE DESCRIPTION AND OBJECTIVES
Graduates of this Bachelor of Arts course will have:

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

COURSE DURATION
Three years full-time or part-time equivalent.

COURSE REQUIREMENTS
Students must successfully complete a total of 288 credit points. First year undergraduate Arts subjects are worth 12 credit points. Second and third year undergraduate Arts subject are worth 12 credit points (including any first year subjects taken at second and third year). Subjects 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 twenty-four semester-length units of study;
- complete two approved majors;
- complete the compulsory Knowing & Knowledge A & B and final Year Capstone unit of study;
- no more than five units of study may be taken from outside Arts, i.e. at least eighteen units of study must be Arts units of study, plus one Capstone unit.

SUBJECTS OFFERED
Students undertaking the Bachelor of Arts at Footscray Park campus have a wide choice of subjects to choose from. Subject areas include Advanced English for Speakers of other Languages, Asian Studies, Chinese, Communication Studies, Cultural Studies, History, Histories of the Present, Japanese, Literary Studies, Political Science, Sociology of the Global South, Sociology and Vietnamese.

Students may also undertake subjects 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 Spanish. Students may also undertake subjects at other Universities with the permission of their Study Advisor.

CAREER PROSPECTS
The Bachelor of Arts degree offered on the Footscray Park campus is of particular value to intending students seeking careers in teaching, the public service, librarianship, social work and community affairs and positions which bring them into contact with people from a
range of cultural groups. In combination with History or Literary Studies, it is a suitable preparation for teaching English as well as social sciences. In combination with Sociology, it provides a suitable preparation for students intending to work in community organisations or with migrant groups and workers. A LOTE, which may be taken up to a major level within the degree, will further enhance its usefulness in these areas of employment. Graduates of an advanced language stream will be eligible, after completing a Diploma of Education, to enter secondary teaching as a teacher of the language they have studied. In addition, Cultural Studies will enable them to teach social studies while a carefully selected third study area in the Bachelor of Arts will give them a third teaching subject. Graduates will also be qualified to enter the public service. Some graduates may wish to proceed to postgraduate studies in translating and interpreting, librarianship, or public relations, where language skills will be invaluable. Graduates with a major or sub-major in beginners’ language units will be eligible, after completing a Diploma of Education, to enter secondary teaching as teachers of the language, but they have skills that will be of general use in schools with a multicultural population. These graduates will also be qualified to enter careers in the public service or community affairs.

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.

BACHELOR OF ARTS (ST ALBANS)
Course Code: ABXM
Campus: St Albans

COURSE DESCRIPTION
The Bachelor of Arts is a three-year degree, which provides a general education in the humanities and social sciences. Students choose to specialise in two or more major areas of study and also choose from a range of electives or options and construct a course, which meets their individual interests and career aspirations.

COURSE OBJECTIVES
The course will enable students to experience a range of educational processes and curricula which will best equip them for entry into a workforce in which there are likely to be significant career changes over their work life, in terms of which they will need effective intellectual, analytical and social skills.

The course will provide students with the opportunity to:
- develop critical awareness and understanding of theory and research in chosen areas of study; gain insights into their own lives and the patterns of social, cultural and political experience of society in general; develop the capacity to generate, organise and undertake some research into the life of their community; develop critical analytical skills; develop academic skills in reading, note taking and collection and organisation of resource materials; develop their presentation of oral and written material; develop skill and confidence in group discussion and activity; develop interpersonal skills consistent with professional practice; develop intellectual skills;
- develop a range of skills and techniques adaptable to a rapidly changing labour market.

COURSE DURATION
Three years full-time or part-time equivalent.

COURSE REQUIREMENTS
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 subjects are worth 12 credit points. All second and third year undergraduate Arts subjects are worth 12 credit points (including any first year subjects taken at second and third year). Subjects 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 twenty-four semester-length units;
- complete two majors;
- complete two first-year foundation subjects;
- complete the compulsory Knowing & Knowledge A & B units;
- a degree cannot contain more than ten first year units;
- no more than eight units may be taken from outside the Faculty of Arts, i.e. at least sixteen units must be Arts units;
- units may be swapped around or completed in a different semester or sequence, as long as pre-requisites are met and the units you want to do are being offered.

No more than ten first year subjects can be counted towards the 20 subjects required for the degree. Students must complete two majors. At least one major must be an Arts major. Students must complete at least fourteen Arts subjects. Students can normally only undertake a maximum of six subjects outside the Faculty of Arts, Education and Human Development.

COURSE STRUCTURE

**Year 1**
Semester One
AXF1001 Knowing and Knowledge A (C)  
First Major – Unit 1  
Second Major – Unit 1  
Elective
Semester Two  
AXF1002 Knowing and Knowledge B (C)  
First Major – Unit 2  
Second – Major Unit 2  
Elective

**Year 2**
Semester One  
First Major – Unit 3  
First Major –Unit 4  
Second Major – Unit 3  
Elective
Semester Two  
First Major – Unit 5  
Second Major – Unit 4  
Second Major – Unit 5  
Elective

**Year 3**
Semester One  
First Major – Unit 6  
First Major – Unit 7  
Second Major – Unit 6  
Elective
Semester Two  
AXF3001 Professional & Career Development (Capstone Unit)  
First Major – Unit 8  
Second Major – Unit 7  
Second Major – Unit 8
SUBJECTS 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 South, Policy Studies, Spanish, and Spanish Studies.

Students may also undertake subjects 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, Political Science, Sociology of the Global South, Sociology and Vietnamese.

Students may also undertake subjects at other Universities with the permission of the relevant Study Advisor.

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

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.
The School of Education offers undergraduate programs in Teacher Education, Youth Studies, Computer Mediated Art and Early Childhood Education. All undergraduate courses in the School of Education provide students with flexible career outcomes. The courses emphasise the importance of practice by locating students within educational partnerships with local schools, community organisations and industry in Melbourne’s Western Region.

The Bachelor of Education is a four-year course whose graduates will be qualified to teach in primary schools, and if they complete appropriate General Studies, in secondary schools. Students with complete or incomplete higher education qualifications will be able to enter the course through the designated articulation pathways. The Bachelor of Arts (Early childhood) enables Diploma qualified childcare workers to articulate to a Bachelor of Arts Early Childhood Education.

The Bachelor of Arts – Youth Studies offers those with a Diploma of Community Services (Youth Work) the opportunity to upgrade to a degree qualification. The drawing together of Youth Studies and Education in the one School is evidence of the University’s commitment to working in partnership with schools and community organisations in the Western Region of Melbourne.

The Bachelor of Arts – Early Childhood Education also articulates from TAFE qualification.

The Bachelor of Arts – Computer Mediated Art offers students studies in Computer Mediated Art and Analogue Art.

**COURSE OFFERINGS**

In 2006 the School of Education will offer the following undergraduate courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Campus</th>
<th>Full-time</th>
<th>Part-time</th>
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<tbody>
<tr>
<td>HEB1610</td>
<td>General Studies: Current Research in Early Childhood Education</td>
<td>F,M,B</td>
<td>n/a</td>
<td>Y</td>
</tr>
<tr>
<td>HEB1620</td>
<td>General Studies: Development Studies 1</td>
<td>B</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>HEB2010</td>
<td>Mathematics &amp; Numeracy Education</td>
<td>E</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>HEB1020</td>
<td>Language, Education &amp; Culture</td>
<td>E</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

**BACHELOR OF ARTS – EARLY CHILDHOOD EDUCATION**

Course Code: HBEC

**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 e.g. centre based, home based, preschool 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 multi-disciplinary 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.

**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 DURATION**

The course is currently offered over six semesters on a part-time basis.

**Year 1**

Semester One
- HEB1610 General Studies: Current Research in Early Childhood Education
- HEB1620 General Studies: Development Studies 1

Semester Two
- HEB2010 Mathematics & Numeracy Education
- HEB1020 Language, Education & Culture

**Year 2**

Semester One
- HEB3010 Science, Technology & Numeracy
- HEB3020 Curriculum Theory
PARTNERSHIPS & PROFESSIONAL PLACEMENT

The Bachelor of Arts – Early Childhood Education is a Partnership-based Teacher Education course. Twenty supervised teaching practice days are organised during Semesters Two and Three of the course in a range of early childhood settings including childcare and preschools. Supervised teaching practice days are in addition to the Project Partnership days in educational settings.

BACHELOR OF ARTS – YOUTH STUDIES

Course Code: HBYS

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.

ADMISSION REQUIREMENTS

To qualify for admission to the course applicants must normally possess a Diploma of Community Services (Youth Work) from Victoria University and be a paid or voluntary practitioner in the youth affairs field.

COURSE DURATION

The course is offered over one year on a full-time basis or part-time equivalent.

COURSE STRUCTURE

Semester One
HEB0060 Professional Collaboration
HEB0063 Policy and Civics Education
HEB4174 Action Research 1
HEB4284 Reflective Practice Seminar

Semester Four
HEB0064 Social Inquiry, Theory & Research
HEB4274 Action Research 2
HEB4282 Youth Policy and Practice 2
Elective

BACHELOR OF EDUCATION – FOUR YEAR PRE-SERVICE (P–12)

Course Code: HBED

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.

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.

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 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 DURATION
The course is offered over four years on a full-time basis or part-time equivalent.

PRACTICAL PLACEMENT
Students should note that they will be subject to safety screenings (police checks) before practice placements, in accordance with Department of Education and Training Policy.

COURSE STRUCTURE
Compulsory studies in primary and secondary education, curriculum and teaching practice in each year.

Year 1
Semester One
- HEB1101 Learning in a Changing World *
- HEB1102 Inquiry for Understanding *
- Elective General Studies Unit of study
- Elective General Studies Unit of study
- HEB1210 Understanding Learning *
- HEB1250 Communication and Social Action *
- Elective General Studies Unit of study
- Elective General Studies Unit of study

Semester Two
- HEB2210 Making the Conditions for Learning *
- Elective General Studies Unit of study
- Elective General Studies Unit of study

Year 2
Semester One
- HEB2110 Teachers Knowing Students *
- HEB2150 Reasoning for Problem Solving *
- Elective General Studies Unit of study
- Elective General Studies Unit of study

Semester Two
- HEB3110 Responding to Student Diversity *
- HEB3150 Engagement and Pathways *
- Elective General Studies Unit of study
- Elective General Studies Unit of study

Year 3
Semester One
- HEB3210 Collaborating for Access and Success *
- HEB3250 Pedagogy for Inclusion *
- Elective General Studies Unit of study
- Elective General Studies Unit of study

Semester Two
- HEB4110 Change and Social Justice *
- HEB4150 Curriculum and Innovation *
- Curriculum Option (see below)
- Curriculum Option (see below)

Year Four
Semester One
- HEB4210 Practice in Partnership *
- HEB4250 Professional Orientation *
- HEB4211 Joining the Profession *

Semester Two
- Elective General Studies Unit of study
- Elective General Studies Unit of study

Elective General Studies
The course requires students to complete 144 credit points in Elective General Studies. Students may select Elective General Studies subjects from the major sequences offered by the School of Education, or from any other course in the University. It is the student’s responsibility to organise their Elective Studies in subjects other than those offered by the School of Education.

FOOTSCRAY PARK CAMPUS
At the Footscray Park Campus, the School of Education offers the following major sequences of Elective General Studies: Information and Communication Technology; Language and Literary Studies; Visual Art; Social Inquiry; Drama; and Mathematics, which are offered in partnership with other Schools and Departments of the University.

VISUAL ARTS
Select six of the following:
- AFC1005 Introduction to CyberCulture
- AFC1006 CyberCulture Studies
- HFC1001 Introduction to Computer Mediated Art
- HFC1002 Introduction to Drawing and Painting
- HFC1003 Computing for Artists
- HFC1004 Life Drawing and Painting
- HFC2002 Still Life Drawing and Painting
- HFC2004 Experimental Art
- HFC2005 Introduction to Video Art
- HFC2006 Video Art

DRAMA
- HPE4600 Drama 2A: Scripted Production
- HPE4610 Drama Composition
- HPE4630 Drama 2B: Drama in the Community
- HPE4640 Contemporary Performing Arts
- HPE8010 Drama 1A
- HPE8020 Production Minor Project
- HPE8280 Style and Structure of Theatre

MATHEMATICS
The course structure includes:
- RCM1613
- RCM1614
- RCM1711
- RCM1712
- RCM2611
- RCM2612
- RCM2711
- RCM2712
- RMA1010

INFORMATION AND COMMUNICATION TECHNOLOGY
- HEB0070 Introduction to Information and Communication Technologies
- HEB0071 Knowledge Management
- HEB0072 Electronic Communities
- HEB0073 Interactive Multimedia
- HEB0074 Human Communication Technologies
- HEB0075 Interface Design
- HEB0076 System Planning and Support
- HEB0077 Advanced Multimedia

LANGUAGE AND LITERARY STUDIES
- HEB0040 Language Functions and Analysis 1
- HEB0041 Language Functions and Analysis 2
- HEB0044 Literature in Context 1
- HEB0045 Literature in Context 2
- HEB0046 Approaches to Writing 1
- HEB0047 Approaches to Writing 2
MELTON CAMPUS
The School of Education at the Melton Campus within three courses offers the following major sequences in Elective General Studies. Students in the Outdoor Education and the Physical Education (Primary) strands will complement their study with a sequence in Language and Literary Studies or Information and Communication Technology (see above). Students completing the Contemporary Communication and Technology sequence will complete studies in Language and Literary Studies and Information and Communication Technology:

- Contemporary Communication and Technology;
- Language and Literary Studies (see subject sequence listed above);
- Information and Communication Technology (see subject sequence listed above).

OUTDOOR EDUCATION
HEB0080 Theories of Outdoor Education
HEB0081 Outdoor Safety Skills
HEB0082 Environmental Inquiry
HEB0083 Leadership in the Outdoors
HEB0084 Outdoor Environmental Philosophy

Pool of Electives from which students select one:

HRP0131 Recreation Entrepreneurship
HRP0134 Inclusive Recreation Strategies
HRP1232 Park Management
HPR0242 Paddling Instruction
HPR0144 Rock Climbing
HPR0145 Snorkelling
HPR0246 Ski Touring
HPR0147 Sailing
HPR0248 Cycling
HPR0249 Adventuring
HPR0290 Directed Study

SUNBURY CAMPUS
The Sunbury Campus provides two course opportunities within the Bachelor of Education. Students will complement their Education studies if necessary with one or two of the following major sequences in Language and Literary Studies, Information and Communication Technology, Visual Arts, Drama, and Music Creativity and the Arts

Students enrolled in the Bachelor of Education – Creativity and The Arts (P–12) will be able to take elective general studies in Language and Literary Studies, Information and Communication Technology Studies (listed above), and Music Studies (depending on previous qualifications and experience) at the Sunbury campus. They will also be able to access Drama studies at Footscray and Visual Arts studies at St Albans campus. The following sequences of studies are offered:

- Language and Literary Studies (see subject sequence listed above);
- Information and Communication Technology (see subject sequence listed above);
- Visual Arts sequence completed at St Albans Campus (see subject sequence listed above);
- Drama sequence completed at Footscray Park Campus (see subject sequence listed above);
- Music sequence completed at either Sunbury Campus or at the Melba Conservatorium (sequences as advised).

ACCELERATED PROGRAM
Currently this program is only available to students who have completed or nearly completed (at least 2.5 full years) an undergraduate degree. Students enrolled in the Bachelor of Education – Accelerated (P–12) will be able to take elective general studies if required in Language and Literary Studies, Information and Communication Technology Studies (listed above). They will also be able to access supplementary elective studies in areas representative of their previous undergraduate studies if required.

PARTNERSHIPS & PROFESSIONAL PLACEMENT
The Bachelor of Education is a Partnership-based Teacher Education course. Partnerships between schools and the University provide the context in which students will learn the practice and theory of education. Normally student teachers will work in schools and other educational settings for part of each week throughout the course. In Year 4 of the course, students will have an extended placement in a school.

PRACTICAL EXPERIENCE
A minimum of eighty days supervised teaching practice in both primary and secondary schools during the course.

BACHELOR OF EDUCATION (POST-REGISTERATION) (YEAR 4)
Course Code: HBEP

COURSE OBJECTIVES
The aim of the course is to enable teachers who possess the three-year Diploma of Teaching, or equivalent, to complete their undergraduate degree in Education. The course is open to full-time, part-time replacement or emergency teachers who will focus their action research on their and community-based classrooms, working on curriculum organisational and technological aspects of education.

ADMISSION REQUIREMENTS
To qualify for admission to the course applicants must have successfully completed a three-year Diploma of Teaching, or equivalent. The School of education recommends applicants receive written confirmation of their teaching status from the Victorian Institute of Teaching (VIT)

COURSE DURATION
The course is offered over one year on a full-time basis or part-time equivalent.

COURSE STRUCTURE
Full-time students will participate in four to six hours of seminar-based classes each week. An additional 15 to 20 hours per week are occupied with participation in a school or community based project. Students work in small groups in a school (or similar) setting on an applied educational task.

The School of Education welcomes enquiries from a group of teachers from a single school or cluster of schools who wish to pursue a specific project in their professional development.

Semester One

HEB4160 School Experience 7
HEB4170 Action Research in Education 1
HEB4180 Curriculum Policy and Practice 1
HEB4190 Curriculum in the Primary School 1
The course will provide:

- completion of the corresponding full year of study.
- multiple articulated pathways and exit points. Students will be

Program is organised around three strands of study and offers
requirements for teaching in Victorian Government schools. The
Footscray Park and Sunbury campuses and meets the qualification
the Bachelor of Education P-12 already offered at the Melton

The Bachelor of Education (Nyerna Studies) is strongly influenced by
the Bachelor of Education P-12 already offered at the Melton
Footscray Park and Sunbury campuses and meets the qualification
for teaching in Victorian Government schools. The Program is organised around three strands of study and offers
multiple articulated pathways and exit points. Students will be
eligible to apply for the following qualifications upon successful
completion of the corresponding full year of study.

The course will provide:

- opportunities for Indigenous Australians to participate in, direct
and manage suitable education programs;
- education and training for a new generation of Indigenous
Australians enabling greater access to the nation's cultural,
political and educational formation;
- staged articulated pathways to employment for Indigenous
Australians in their local community, in other Aboriginal
communities and in the wider Australian community;
- competent teachers who meet the guidelines for employment in
Victorian schools;
- initial education for graduates who wish to work in the sports
and recreation industry or the youth and community service
industry;
- access to postgraduate education for graduates, so that they
may pursue positions of academic and educational leadership;
- opportunities for future and existing University programs to be
informed by the practices and knowledge generated through
this program.

COURSE STRUCTURE

The Bachelor of Education (Nyerna Studies) requires students to complete
two years of Education and Curriculum Studies and offers studies in the eight Key Learning Areas for generalist primary
teaching. Additional studies will enable the students to complete a

Professional placement is a fundamental component of the Bachelor
of Education (Nyerna Studies) and the Bachelor of Arts – Nyerna
Studies and is located within the Education and Curriculum Studies
sequence of study. It will normally include Community Partnerships
throughout the course, including at least 40 days in secondary
teaching and 50 days in primary teaching.

The Bachelor of Education (Nyerna Studies) is offered over four
years on a full-time basis or part-time equivalent.

ADMISSION REQUIREMENTS

To qualify for admission to the course applicants must have
successfully completed the Victorian Certificate of Education (VCE),
with units 3 and 4 and a study score of at least 20 for English, or an
equivalent.

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

The School of Education may normally grant credit transfers and
Recognition of Prior Learning for up to 50 per cent of a course.
Applicants who apply to enter the course with TAFE qualifications
will normally be granted transfer credits for up to two years of the
program.

COURSE OBJECTIVES

Incorporating —

The Bachelor of Education (Nyerna Studies) is strongly influenced by
the Bachelor of Education P-12 already offered at the Melton
Footscray Park and Sunbury campuses and meets the qualification
for teaching in Victorian Government schools. The Program is organised around three strands of study and offers
multiple articulated pathways and exit points. Students will be
eligible to apply for the following qualifications upon successful
completion of the corresponding full year of study.

The course will provide:

- opportunities for Indigenous Australians to participate in, direct
and manage suitable education programs;
- education and training for a new generation of Indigenous
Australians enabling greater access to the nation’s cultural,
political and educational formation;
- staged articulated pathways to employment for Indigenous
Australians in their local community, in other Aboriginal
communities and in the wider Australian community;
- competent teachers who meet the guidelines for employment in
Victorian schools;
- initial education for graduates who wish to work in the sports
and recreation industry or the youth and community service
industry;
- access to postgraduate education for graduates, so that they
may pursue positions of academic and educational leadership;
- opportunities for future and existing University programs to be
informed by the practices and knowledge generated through
this program.

COURSE DURATION

The Bachelor of Education (Nyerna Studies) is offered over four
years on a full-time basis or part-time equivalent.

The Bachelor of Education (Nyerna Studies) will normally enable
graduates to be generalist primary teachers in schools, to teach
Australian studies, Koori programs, social education or primary
physical education, or work in a wide range of other settings.
Undergraduate Studies

The School of Human Movement, Recreation and Performance offers courses from Degree to Doctoral level, with courses in Human Movement, Human Movement/Psychology, Physical Education, Performance Studies, Recreation Management, Sports Administration, Human Performance, Recreation/Leadership, Ageing/Disability and Recreation Management, Exercise and Sports Sciences, Exercise for Rehabilitation, Sport Business, Sports Recreation and Management, and Loss and Grief Counselling. Courses are designed to allow students to apply the knowledge gained in class in field experience placements. Course graduates have been successful in a range of careers and gained prominent positions within Australia and overseas, in government and private enterprise, from program leaders to Chief Executive Officers.

The School has some of the most comprehensive and sophisticated facilities in Australia for teaching, research and community service. With these facilities, the School provides a wide range of academic, vocational and service programs which include exercise and rehabilitation, health, sports psychology, sport history, sociology of sport philosophy of sport, ethics, motor learning, exercise physiology, performance making, human movement, physical education, recreation management, gerontology and biomechanics.

Course Offerings

In 2006, the School of Human Movement, Recreation and Performance will offer the following undergraduate courses:

<table>
<thead>
<tr>
<th>Course Offerings</th>
<th>Campus</th>
<th>Full-time</th>
<th>Part-time</th>
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<tbody>
<tr>
<td>Bachelor of Exercise Science &amp; Human Movement</td>
<td>F Y Y</td>
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<tr>
<td>Bachelor of Science and Human Movement</td>
<td>F Y Y</td>
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<tr>
<td>Bachelor of Psychology</td>
<td>F Y Y</td>
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<tr>
<td>Bachelor of Human Movement</td>
<td>S Y Y</td>
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<tr>
<td>Bachelor of Arts</td>
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<tr>
<td>Bachelor of Applied Science</td>
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<tr>
<td>Bachelor of Physical Education (Secondary)</td>
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<tr>
<td>Bachelor of Arts</td>
<td>F Y Y</td>
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<tr>
<td>Performance Studies</td>
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<tr>
<td>Performance and Multimedia</td>
<td>F Y n/a</td>
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<tr>
<td>Recreation Management</td>
<td>F Y n/a</td>
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<tr>
<td>Bachelor of Business</td>
<td>F Y n/a</td>
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<tr>
<td>Bachelor of Business – Management</td>
<td>F Y n/a</td>
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<tr>
<td>Bachelor of Business – Marketing</td>
<td>F Y n/a</td>
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<tr>
<td>Event Management</td>
<td>F Y n/a</td>
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<tr>
<td>Sports Administration</td>
<td>F Y n/a</td>
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<tr>
<td>Bachelor of Recreation</td>
<td>F,M Y Y</td>
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<tr>
<td>Bachelor of Applied Science (Honours)</td>
<td>F Y n/a</td>
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<tr>
<td>Bachelor of Arts (Honours) Performance Studies</td>
<td>F,Y n/a</td>
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<tr>
<td>Sport Administration</td>
<td>F Y n/a</td>
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<tr>
<td>Recreation Management</td>
<td>F Y n/a</td>
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</tbody>
</table>

^ = Continuing Education Courses # = Continuing students only

*Campus B=Sunbury F=Footscray Park M=Melton

Bachelor of Exercise Science and Human Movement

Course code: HBEM

Course Objectives

The aims of the course are to:

- provide a balanced exposure to all academic areas of human movement;
- provide an opportunity for students to know and appreciate the comprehensive integrated body of knowledge of human movement;
- provide, in addition to inter-disciplinary core studies, an opportunity for students to tailor electives to specific vocational human movement career paths;
- produce human movement professionals who are dedicated to serving individual and community needs and who do so in accordance with best professional practice;
- provide the opportunity for students to understand and appreciate human movement as it is influenced by a variety of political, social, economic, cultural, biological and technological factors; and
- produce human movement professionals who not only adapt to the changing needs of industry, commerce and community, but who also take the lead in addressing issues (e.g. disability, integration, health) and promoting institutional and social change in accord with social justice initiatives.

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 Duration

The course is offered over three years on a full-time basis or part-time equivalent.

Course Structure

Exercise and Sport Science Stream

Year 1

Semester One

SBM1174 Human Physiology
HPE1101 Structural Kinesiology
HPE1102 Career and Professional Development
HPE1206 Sport Psychology

Semester Two

HPE1103 Philosophy of Exercise Science and Human Movement
HPE1202 Biomechanics
HPE1203 Social Dimensions of Sport & Exercise
HPE2104 Exercise Physiology
Year 2
Semester One
HPE2100 Exercise Psychology
HPE2101 Sport Physiology
HPE2102 Sport Biomechanics
HPE2103 Growth Development and Aging
Semester Two
HPE2200 Motor Control
HPE3126 Exercise Prescription
HPE2202 Functional Kinesiology
Elective

Year 3
Semester One
HPE3100 Advanced Exercise Physiology
HPE3101 Advanced Biomechanics
HPE3103 Career and Professional Development (Exercise Science) A
HPE3204 Research in Exercise Science A
HPE 3219 Adapted Physical Education (Elective)
Semester Two
HPE3200 Professional Ethics
HPE310 Career & Professional Development (Exercise Science) B
HPE3205 Research in Exercise Science B
Elective
Elective

Year 1
Semester One
RBM1174 Human Physiology
HPE1101 Structural Kinesiology
HPE1102 Career & Professional Development 1
HPE1206 Sport Psychology
Semester Two
HPE1202 Biomechanics
HPE1203 Social Dimensions of Sport & Exercise
HPE1103 Philosophy of Exercise Science & Human Movement
HPE2104 Exercise Physiology

Year 2
Semester One
HPE 3219 Adapted Physical Education
HPE2100 Exercise Psychology
HPE2112 History of Sport
Elective
Semester Two
HPE2213 Career & Professional Development 2
HPE2214 Sport & Fitness Delivery Systems
Elective
Elective

Year 3
Semester One
HPE3111 Sport & Social Analysis
HPE3112 Career & Professional Development 3
Elective
Elective
Semester Two
HPE3200 Professional Ethics
Elective 1
Elective 2
Elective 3
Electives 4
HPE2103 Exercise Science for Adults and Older Adults
HPE2004 Exercise Science Project
HPE2005 Exercise Science for Specific Populations
HPE2006 Applied Exercise Physiology

BACHELOR OF EXERCISE SCIENCE AND HUMAN MOVEMENT/BACHELOR OF PSYCHOLOGY
Course Code: HBMP

COURSE OBJECTIVES
This course aims to:
- equip students with ‘people-oriented’ knowledge and skills within the fields of sport, fitness, health and rehabilitation, and biomedical sciences;
- prepare Human Movement professionals by providing a balanced, multi-disciplinary approach to sport, exercise, health and physical education studies; and
- prepare graduates for entry into studies which satisfy the academic requirements for professional accreditation with the Victorian Psychologist’s Registration Board;

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 DURATION
Four years on a full-time basis or part-time equivalent.

COURSE STRUCTURE

Year 1
Semester One
HPE1101 Structural Kinesiology
HPE1102 Career & Professional Development 1
APP1012 Psychology 1A
Arts Elective
Semester Two
HPE1203 Social Dimensions of Sport & Exercise
HPE1202 Biomechanics
APP1013 Psychology 1B
Arts Elective

Year 2
Semester One
RBM1174 Human Physiology
HPE1206 Sport Psychology
APP2013 Psychology 2A
APP2031 Development Issues in Psychology
Semester Two
HPE1103 Philosophy of Exercise & Human Movement
HPE2104 Exercise Physiology
APP2014 Psychology 2B
Arts Elective

Year 3
Semester One
HPE2210 Exercise Psychology
HPE2112 History of Sport
APP3035 Research Methodology
APP3036 HISTORY & PSYCHOLOGY THEORY OF PSYCHOLOGY
Semester Two
HPE2113 Career & Professional Development 2
HPE2214 Sport & Fitness Delivery System
APP 3037 Clinical Aspects of Psychology
Arts Elective
BACHELOR OF APPLIED SCIENCE – PHYSICAL EDUCATION (SECONDARY)

Course Code: HBPY

COURSE OBJECTIVES
The aims of the course are to:

• provide a balanced exposure to all academic areas of Physical Education;
• provide an opportunity for students to know and appreciate the comprehensive integrated body of knowledge of Physical Education;
• provide an inter-disciplinary education, vocationally oriented to Physical Education;
• produce Physical Education specialists who are dedicated to the serving of individual and community needs and who do so in accordance with best professional practice;
• provide the opportunity for students to understand and appreciate Physical Education as it is influenced by a variety of political, social, economic, cultural, biological and technological factors; and
• produce Physical Education professionals who take the lead in addressing issues and promoting institutional and social change in accordance with social justice initiatives.

COURSE STRUCTURE

Year 1
Semester One
RBMI174 Human Physiology 1
HPE1206 Sport Psychology
HPE1101 Structural Kinesiology
HPE1102 Career & Professional Development 1

Semester Two
HPE1202 Biomechanics
HPE1203 Social Dimensions of Sport & Exercise
HPE1204 Exercise Physiology
HPE1103 Philosophy of Exercise Science & Human Movement

Year 2
Semester One
HPE2102 Sport Biomechanics
HPE1123 Gymnastics
HPE2112 History of Sport
Elective

Semester Two
HPE2213 Career & Professional Development 2
HPE2127 Motor Learning
HPE3121 Athletics
Elective

GENERAL ELECTIVES
Elective credit points are available principally for the development of a second teaching method. One (1) elective hour has a value of four (12) credit points. Students will be advised of recommended and available subjects to satisfy the requirements of respective teaching methods.

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 DURATION
The course is offered over three years on a full-time basis or part-time equivalent.

CAREER OPPORTUNITIES
Graduates of this course are well placed for employment in areas such as exercise and sport sciences, fitness and health, exercise rehabilitation and coaching. Graduates of this course who apply for and complete a fourth year of study (Graduate Diploma in Secondary Education) will be qualified to teach in Secondary Schools.

BACHELOR OF APPLIED SCIENCE – SPORT SCIENCE (GOLF)

Course Code: HBGS
(This course is full-fee only)

COURSE OBJECTIVES
The Bachelor of Applied Science – Sport Science (Golf) has been developed to meet the needs of the golf industry both within Australia and internationally. It is suitable for those students interested in both professional golf playing and coaching. It is the only degree in the world that offers skills related to the science of golf as well as practical skills and coaching to improve individual performance. The course is a joint program run by the TAFE and higher education divisions of Victoria University.

The program incorporates a range of theoretical and practical components delivered in on campus as well as on the golf course and at the driving range. It provides specialist education and practical skills training in a range of areas including: sport coaching, professional golf management, nutrition, sport psychology, anatomy and physiology, biomechanics and golf practicum.
COURSE STRUCTURE

Semester One
- HGS3100 Physiological Bases of Golf Performance
- HGS3101 Applied Psychology of Golf
- HGS3102 Kinesiology of Golf
- HGS3103 Golf Practicum and Tournament Preparation I

Semester Four (Winter Semester)
- HGS3200 Golf Biomechanics
- HGS3201 Technology and Golf
- HGS3202 Golf Practicum and Tournament Preparation II

Semester Two
- HGS3300 Motor Learning and Skill Development
- HGS3301 Exercise Prescription and Training for Golf
- HGS3302 Communication and Teaching Techniques
- HGS3303 Golf Practicum and Tournament Preparation III

COURSE DURATION
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).

ADMISSION 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 fulfill 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.

BACHELOR OF ARTS – PERFORMANCE STUDIES
Course Code: HBPW

COURSE OBJECTIVES
The Bachelor of Arts – Performance Studies concentrates on the production and analysis of innovative, cross-disciplinary performance, providing a foundation in the practice and theory of contemporary dance and drama. The teaching of composition and the making of new work is developed through practice in improvisation, voice and movement in conjunction with theoretical subjects, which examine the social, political and cultural relevance of performance in contemporary society. It aims to produce autonomous thinkers, makers and performers who can combine both discursive and bodily practices.

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 DURATION
The course is offered over three years on a full-time basis.
Semester Two
HPW2150 Performance Histories or
HPW3230 Structures of Performance
HPW3240 Technique D
HPW3280 Graduating Seminar
HPW3290 Performance Practical

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

BACHELOR OF ARTS – PERFORMANCE AND MULTIMEDIA
Course Code: HBPC

COURSE OBJECTIVES
The course aims to:
• provide a balanced exposure to all academic and professional areas of contemporary multimedia and performance making and their inter-relationships;
• increase students’ critical awareness and understanding of new media, contemporary performance, and their inter-relationships;
• 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;
• to 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 post-modern, electronic world.

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 DURATION
The course is offered over three years on a full-time basis.

COURSE STRUCTURE
Year 1
Semester One
HPW1000 Ground Self & Others: Embodied Ethics
HPW1001 Performance (Re)Making
ACM1005 Introduction to Web Development
ACM1004 Design for Multimedia
Semester Two
HPW1202 Performance: Improvisation 1
HPW2150 Performance Histories
ACM1006 Digital Sound & Video
ACM1003 Animation for Multimedia

Year 2
Semester Three
HPW2101 Performance: Self
HPW2102 Performance Studio B or
HPW2203 Performance Studio C or
HPW3105 Performance Studio D
HPW2104 Philosophical Provocations
ACM2003 Interactive Programming
Semester Four
HPW2103 Critical Practice A or
HPW2201 Critical Practice B or
HPW3104 Critical Practice C or
HPW3204 Critical Practice D
HPW1204 Performance Studio A or
HPW 3250 Performance & Identity
ACM2007 Innovation, Technology & Production: Research & Application
Year 3
Semester Five
HPW3103 Performance: (Re)Search
HPW1204 Performance Studio A
HPW2102 Performance Studio B
HPW2203 Performance Studio C
HPW3105 Performance Studio D
HPW 3260 The Body & Representation
ACM3003 DVD and Script Development or
ACM3005 Semester Six
HPW3206 Graduating Seminar: Archive 2
HPW3202 Performance: Improvisation 2
HPW3201 Performance Practicum
ACM3004 Graduating Project or
ACM3005 Industry and Employment Context
Year 2 Continuing Students
Semester One
HPW1280 Performance Project 1
HPW2130 Performance Composition 1
HPW3190 Psychoanalysis & Phenomenology or
HPW3260 The Body & Representation
Semester Two
HPW2180 Performance Project 2
HPW2230 Performance Composition 2
HPW3210 Contemporary Performance Theory or
HPW3250 Performance and Identity
Year 3
Semester One
HPW2280 Performance Project 3
HPW3170 Research for Performance
HPW3230 Structures of Performance or
HPW2150 Performance Histories
Semester Two
HPW3280 Graduating Seminar
HPW3240 Technique D
HPW3290 Performance Practica
In addition, students must satisfy the following requirements:

- an average of 48 credit points each semester.
- equivalent to these values. Full-time students will normally complete third year. Subjects chosen from other Faculties will be deemed credit points (including any first year subjects taken at second and third year undergraduate Arts subject are worth 12 credit points. All have successfully completed a total of 288 credit points. All first year undergraduate Arts, Education and Human Development i.e. at least 16 units must be arts units.

COURSE OBJECTIVES

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, business and marketing. Students will also develop transferable skills in areas such as research and evaluation techniques and oral and written communication.

COURSE DURATION

Three years full-time or equivalent.

COURSE REQUIREMENTS

To be awarded the Bachelor of Arts (Multimedia), students must have successfully completed a total of 288 credit points. All first year undergraduate Arts subjects are worth 12 credit points. All second and third year undergraduate Arts subject are worth 12 credit points (including any first year subjects taken at second and third year). Subjects 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 twenty four semester-length units
- Complete 2 major (Multimedia plus Professional Writing or Communication Studies
- No more than 8 units may be taken from outside the Faculty of Arts, Education and Human Development i.e. at least 16 units must be arts units.
- A degree cannot contain more than 10 first-year units.

COURSE STRUCTURE

For a normal full-time load:

**Year 1**

<table>
<thead>
<tr>
<th>Semester One</th>
<th>ACM1002 Introduction to Web Development</th>
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<tbody>
<tr>
<td></td>
<td>ACM1004 Design for Multimedia*</td>
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<td>Second major Professional Writing or Communication Studies Elective</td>
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<tr>
<th>Semester Two</th>
<th>ACM1006 Digital Sound and Video</th>
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<tbody>
<tr>
<td></td>
<td>ACM1003 Animation for Multimedia*</td>
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<td>Second major Professional Writing or Communication Studies</td>
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**Year 2**

<table>
<thead>
<tr>
<th>Semester One</th>
<th>ACM2003 Interactive Programming</th>
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<tbody>
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<td>Second major Professional Writing or Communication Studies</td>
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</table>

| ACM2004**2nd Major Second major Professional Writing or Communication Studies*** |

**Semester Two**

- ACM3003 DVD and Script Development
- Second major Professional Writing or Communication Studies Elective
- ACM3005 Industry and Employment Context***
- *Compulsory Foundation Unit
- **2nd Major
- ***Additional Multimedia Core units to be complete

CAREER PROSPECTS

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

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.

BACHELOR OF RECREATION MANAGEMENT

Course code: HBML

COURSE OBJECTIVES

This course aims to:

- produce competent recreation professional who have practical recreation management and leadership skills and thus can be employed in a variety of positions in various sectors of the recreation industry;
- develop underlying understandings and commitment that will enhance their contribution to the recreation industry and the community;
- produce graduates who will promote life long recreation participation for all sections of the community.

PROFESSIONAL RECOGNITION

Professional bodies, that graduates of this course will be eligible for membership:

(a) Park and Leisure Australia (PLA)
(b) Australian Council for Health Physical Education and Recreation (ACHPER)

ADMISSION REQUIREMENTS

To qualify for admission to the course applicants must have successfully completed the Victoria Certificate of Education (VCE) with a pass in Unit 3 & 4 English. Applicants who do not meet these criteria may be eligible to apply under the Alternative Category Entry Scheme.
COURSE DURATION
The course is offered over three years on a full-time basis or part-time equivalent.

COURSE STRUCTURE

Year 1
Semester One
- HPR1101 Introduction to Recreation
- HPR1102 Leadership in Recreation
- HPR1103 Recreation Activities
- HPR1104 Communication Skills
- HPR1105 Society and Leisure
Semester Two
- HPR1201 Recreation Management
- HPR1202 Recreation Programming
- HPR1203 Computers in Recreation
- HPR1204 Disability Awareness and Recreation
- HPR1205 Recreation Career Development 1

Year 2
Semester One
- HPR2301 Recreation Services Marketing
- HPR2302 Recreation Career Development 2
- HPR2303 Outdoor Recreation or
- HPR2304 Recreation Event Management
- Elective
- HPR2305 Social Psychology of Recreation
Semester Two
- HPR2401 Research & Evaluation in Recreation
- HPR2402 Human Resource Management in Recreation
- HPR2403 Recreation for Children & Youth or
- HPR2404 Recreation & Community Development
- Electives

Year 3
Semester One
- HPR3501 Legal Issues in Recreation
- HPR3502 Recreation Planning & Policy
- HPR3503 Leisure and Ageing
- HPR3504 Recreation Financial Management
- Electives
Semester Two
- HPR3601 Graduating Project
- HPR3602 Recreation Career Development 3
- HPR3603 Leisure Education & Leisure Counselling or
- HPR3604 Recreation Facility Management
- Electives

Recreation and Outdoor Activity Electives
- HPR0131 Recreation Entrepreneurship
- HPR0232 Park Management
- HPR0134 Inclusive Recreation Strategies
- HPR0141 Bushwalking Leadership
- HPR0243 Expedition Leadership
- HPR0242 Theory & Instruction of River Craft
- HPR0144 Theory & Application of Rock Climbing
- HPR0145 Theory & Application of Snorkelling
- HPR0246 Theory & Application of Ski Touring
- HPR0147 Theory & Application of Sailing
- HPR0248 Theory & Application of Mountain Bike Leadership
- HPR0249 Theory & Practice of Adventure Programming
- HPR0290 Directed Study

BACHELOR OF EXERCISE SCIENCE AND HUMAN MOVEMENT/BACHELOR OF ARTS (SPORT ADMINISTRATION)
Course Code: HBSH

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 centre, sport stadium 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.

ADMISSION REQUIREMENTS
To qualify for admission to the course applicants must have successfully completed the Victorian Certificate of Education (VCE) with a pass in Unit 3 & 4 English, or equivalent.

COURSE DURATION
The course is offered over four years on a full-time basis or part-time equivalent.

COURSE STRUCTURE

Year 1
Semester One
- HPS1111 Sport History and Culture
- HPS1114 Sport Funding and Finance
- HPS1116 Sport Administration Foundations 1
- HPS3002 Legal Issues in Sport
Semester Two
- HPS1117 Sport Politics and Society
- HPS1218 Sport Administration Foundation 2
- HPS1221 Sport Career Development 1
- Sport Elective 1

Year 2
Semester One
- HPS3111 Sport Event Administration
- HPS3112 Sport Venue & Stadium Administration
- HPS7045 Sport and the Media
- Sport Elective 2
Semester Two
- HPS2111 Sport Sponsorship
- HPS7058 Sport Industry Development Program
- Sport Elective 3
- Sport Elective 4
CAREER OPPORTUNITIES
Students will attain the skills necessary for employment in sporting clubs, state and national sporting bodies, sport league, major venues and facilities, event management organisations, sports marketing consultancies, player agent organisations, and government agencies with a sport focus. Students will also attain the skills necessary for employment in careers related to the field of Exercise and Sport Science, including rehabilitation, coaching, community health and fitness leadership.

PROFESSIONAL RECOGNITION
All graduates will be eligible for membership of the Australian Society of Sports Administrators (Level 2 accreditation status).

BACHELOR OF ARTS – SPORT ADMINISTRATION
Course Code: HBSP

COURSE OBJECTIVES
The course aims to provide students with both a sound knowledge and critical appreciation of the structure and practices of the Australian sports industry. The course also enables students to develop a broad range of vocational skills, which can be used to assist in the development of sport organisations, and to meet the needs of members, players, staff, sponsors and other significant stakeholders. The course is directed to employment in sporting clubs, state and national sporting bodies, leisure centres, sport stadium and major event facilities, community service organisations, and sports management consultancies.

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 and 4 English, or equivalent.

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

COURSE DURATION
The course is offered over three years on a full-time basis or part-time equivalent.

YEAR 3
Semester One
HPE1101 Structural Kinesiology
HPE1103 Philosophy of Exercise Science & Human Movement
HPE3111 Sport & Social Analysis
RBM1174 Human Physiology
Semester Two
HPE1202 Biomechanics
HPE2104 Exercise Physiology
HPE2213 Career & Professional Development 2

YEAR 4
Semester One
HPE3112 Career & Professional Development 3
Elective
Elective
Semester Two
Elective
Elective

CAREER OPPORTUNITIES
Students will attain the skills necessary for employment in sporting clubs, state and national sporting bodies, sport league, major venues and facilities, event management organisations, sports marketing consultancies, player agent organisations, and government agencies with a sport focus. Students' exposure to core generic studies in general management, human resource management, information technology, marketing, and communication will enable them to move into positions in any number of service delivery occupations.

PROFESSIONAL RECOGNITION
All graduates will be eligible for membership of the Australian Society of Sports Administrators (Level 2 accreditation status).
HBTS BACHELOR OF APPLIED SCIENCE
SPORTS SCIENCE (TENNIS)
Course Code: HBTS

HTS3100  Physiological Bases of Tennis Performance
HTS3101  Applied Psychology of Tennis
HTS3102  Kinesiology of Tennis
HTS3103  Performance Studies [Tennis] I
HTS3200  Tennis Biomechanics
HTS3201  Motor Learning and Skill Development
HTS3202  Technology and Tennis
HTS3203  Performance Studies [Tennis] II

Semester Two
HTS 3300  Injury Prevention for Tennis (Sport Medicine)
HTS3301  Exercise Prescription and Training for Tennis
HTS3302  Communication and Teaching Techniques
HTS3303  Performance Studies [Tennis] III

BACHELOR OF APPLIED SCIENCE
(HONOURS) – HUMAN MOVEMENT
Course Code: HHHM

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.

ADMISSION REQUIREMENTS
The qualification 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 subjects 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, a statement of methodology, a timeline and a reference list that includes the key primary and secondary sources.

COURSE DURATION
The course is offered over one year on a full-time basis.

COURSE STRUCTURE
Semester One
HPH0421  Honours Thesis

Semester Two
HPH0421  Honours Thesis 24 x 2

COURSE REGULATIONS
The following should be read in conjunction with the Faculty Regulations detailed earlier in this Handbook, 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 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 two hardbound copies to the Honours Co-ordinator.

BACHELOR OF ARTS (HONOURS) – PERFORMANCE STUDIES
Course Code: HHPW

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; and
• promote the development of independent and innovative performance makers.

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 subjects directly related to the intended discipline of Honours study.

Applicants will be required to submit a supervisor endorsed Honours proposal (500 words) prior to be considered for admission. The proposal must contain a brief synopsis of the proposal 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 DURATION
The course is offered over one year on a full-time basis or part-time equivalent.

COURSE STRUCTURE
Semester One
HPW4021  Honours Project (full-time)

Semester Two
HPW4021  Honours Project (full-time)
HPW4022  Honours Project (Part Time)
HPW4022  Honours Project (Part Time)
HPW4022  Honours Project (Part Time)
HPW4022  Honours Project (Part Time)

Students approved to undertake the Honours year on a part-time basis will normally be required to enrol in the subject HPW4022 Honours Project (part-time) over four semesters.

COURSE REGULATIONS
The following should be read in conjunction with the Faculty Regulations detailed earlier in this Handbook, 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 two copies of appropriate documentation to the Honours Co-ordinator.

BACHELOR OF ARTS (HONOURS) – RECREATION MANAGEMENT
Course Code: HHRM

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 orientated graduate courses in recreation; and
- promote the development of scholarly inquiry across the wide range of disciplines focusing on recreation.

ADMISSION REQUIREMENTS
To qualify for admission to the course applicants must have successfully completed the University’s Bachelor of Arts – Recreation Management, or equivalent, with a Credit (C) average and a Distinction (D) in subjects directly related to the intended discipline of Honours study.
Applicants will be required to submit a supervisor endorsed Honours proposal (500 words) prior to be 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 DURATION
The course is offered over one year on a full-time basis or part-time equivalent.

COURSE STRUCTURE
Semester One
HPR0431 Honours Thesis (full-time)
HPR0432 Honours Thesis (Part Time)

Semester Two
HPR0431 Honours Thesis (full-time)
HPR0432 Honours Thesis (Part Time)

Students approved to undertake the Honours year on a part-time basis will be required to enrol in the subject HPR0432 Honours Thesis (part-time) (24 credit points) over four semesters.

COURSE REGULATIONS
The following should be read in conjunction with the Faculty Regulations detailed earlier in this Handbook, and the University Statutes and Regulations.

ACADEMIC PROGRESS
Students must receive a satisfactory Progress Report at the end of the first semester of study.

UNSATISFACTORY PROGRESS
Students who receive an N grade for the Honours Thesis will be deemed to have failed the course.

GRADUATION REQUIREMENTS
In order to be awarded a Bachelor of Arts (Honours) – Recreation Management students must pass the thesis, make any suggested corrections/revisions to the satisfaction of the supervisor and the Honours Courses Committee, and submit two hardbound copies to the Honours Co-ordinator.

BACHELOR OF ARTS (HONOURS) – SPORT ADMINISTRATION
Course code: HHSA

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.

ADMISSION REQUIREMENT
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.
Applicants are 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, a statement of methodology, a timeline and a reference list that includes the key primary and secondary sources.

COURSE DURATION
The course is offered over one-year on full-time basis or part-time equivalent.

COURSE STRUCTURE
Year 1 (full-time option)
Semester One
HPS0431 Honours Thesis
HPS0441 Reading Unit

Semester Two
HPS0432 Honours Thesis

Year 1 (part-time option)
Semester One
HPS0441 Reading Unit

Semester Two
HPS0432 Honours Thesis

Year 2
Semester One
HPS0432 Honour Thesis (part-time)

Semester Two
HPS0432 Honour Thesis (part-time)

COURSE REGULATIONS
The following should be read in conjunction with the Faculty Regulations detailed earlier in the Handbook, and the University Statutes Regulations.

ACADEMIC PROGRESS
Students must receive a satisfactory Progress Report at the end of the first semester of study.

UNSATISFACTORY PROGRESS
Students who receive an N grade for the Honours Thesis 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 two hardbound copies to the Honours Co-ordinator.
SPECIALIST DEGREE PROGRAMS

BACHELOR OF ARTS
(ADVOCACY & MEDIATION)
Course Code: ABSM
Campus: Footscray Park

COURSE DESCRIPTION
The Bachelor of Arts (Advocacy & Mediation) prepares students for entry into a range of community based, government or non-government positions involving advocacy, mediation, organisational and liaison skills on behalf of disadvantaged groups and individuals involved in conflict situations.

Students will complete both an advocacy/mediation major and a sociology/social policy major. The course also includes social research, human services subjects and a work integrated fieldwork project in an appropriate agency. Students have the opportunity to tailor their degree through an elective major in which psychology, gender studies, language studies, community development, or further units in human services may be taken.

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 services 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
Three years full-time or part-time equivalent.

COURSE REQUIREMENTS
Students undertake a major in advocacy/mediation and a major in sociology/social policy and an elective stream (which could also be a third major). The elective stream allows students to choose between a number of elective majors including psychology/counselling, gender studies, communication/cultural studies, community development or a language. A total of 288 credit points are required for award of the degree.

COURSE STRUCTURE
Year 1
Semester One
ASS1001 Sociology 1A Intro to Sociology
BLB1101 Australian Legal Systems in Context
BLB1114 Legal Research Methods
Arts Elective 1
Semester Two
ASS1002 Sociology 1B Managing Normality
AXF1002 Knowing & Knowledge B
BLO3352 Legal Topics B
Arts Elective 2

Year 2
Semester One
ASC3095 Conflict Resolution in Groups & Community
ASS2009 Making Modern Identities
ASC2003 Research and Fieldwork 1
Arts Elective 3
Semester Two
ASM2002 Restorative Justice
ASS2013 Sociology of the Body
BLO2207 Employment Law
Arts Elective 4

Year 3
Semester One
ASS3009 Sociology of Law
BLO3332 Administrative Law
Arts Elective 5
ASM3001 Advocacy and Mediation Internship 1
Semester Two
ASM2001 Mediation
ASL3002 Law & Governance
Arts Elective 6
ASM3002 Advocacy and Mediation Internship 2

CAREER PROSPECTS
The course equips students with the skills and understandings for a range of strategies, including mediation, conflict resolution and advocacy. As such the course is also relevant to a wide range of government and non-government positions, which involve conflict or dispute settlement as a key responsibility. Graduates go into such positions as: community legal centre workers and co-ordinators, police community liaison officers, welfare counselling and advocacy agencies, community outreach workers, aboriginal outreach workers, consumer advocates, workers in community based ‘early intervention’ programs targeted at young offenders, disability worker advocate positions, equal opportunity, affirmative action, or equity officers in large organisations.

ADMISSION REQUIREMENTS
Satisfactory completion of Year 12 or equivalent with a grade average of D in English. TAFE Diploma graduates entering the course may be granted up to eighteen months credit depending on the particular Diploma held and the units undertaken. 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.
BACHELOR OF ARTS
(INTERNATIONAL COMMUNITY DEVELOPMENT)
Course Code: ABSD
Campus: St Albans

COURSE OBJECTIVES
This course combines skills and training for the community development sector with studies on social, economic and cultural change in the Pacific Islands, Africa, Latin America and Asia.

COURSE DURATION
The course is three years full-time or six years part-time. 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 subjects.

COURSE OUTLINE
Students in the BA (International Community Development) undertake a core of community development theory and practice subjects. These include contextual subjects in Asia Pacific development studies, Pacific and Asian societies, cultures and politics, regional relations and policy issues.

PRACTICAL COMPONENT
Three fieldwork placements are completed in appropriate community-based organisations. Students can undertake one field placement in a country other than Australia, subject to suitable supervision being available.

EXCHANGE PROGRAMS
Victoria University has an active exchange program with the University of the South Pacific and community development students have been regular participants in this program. Other university exchanges and programs such as the University Mobility Asia Pacific program and study tours are available to students seeking overseas experience.

COURSE REQUIREMENTS
Students must complete 288 credit points to be awarded the degree of Bachelor of Arts (International Community Development).

COURSE STRUCTURE

Year 1
Semester One
ASA1021 Community Development Theory & Practice 1
ASS1005 Social & Cultural Change in the South Pacific Islands
ASC1033 Community Development Workshop 2
plus one elective

Semester Two
ASA1022 Community Development Theory & Practice 2
ASC1082 Fieldwork Placement
ASS2001 Issues in Contemporary Asia
plus one elective

Year 2
Semester One
ASA2021 Community Development Theory & Practice 3 (Asia Pacific
ASC2003 Research and Fieldwork 1
and one of the following:
ASA2030 Regional and International Organisations and Policy
ASA2033 Management in Non Government Organisations
plus one elective

Year 3
Semester One
ASA3021 Community Development Theory & Practice 5
ASS3012 Sociology 3A: (Colonisation, Decolonisation and Development
ASC3005 Research and Fieldwork 3
and one of the following
ASA2033 Management in Non Government Organisations
ASA2030 Regional and International Organisations & Policy

Semester Two
ASA3022 Community Development Theory & Practice 6
ASS3013 Sociology 3B: Sociology 3A (International Social Policy)
ASC3006 Research and Fieldwork 4
plus one elective

** A different subject 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.

Recommended Electives
AAH2013 The Rise and fall of Apartheid
AAP2012 Culture and Politics in Indonesia
ACC3045 Video Production
ACC3046 Communicating with Radio
ACW2021 Gender on the Agenda
ACW2033 Women and International Development
ACW3020 Imag(in)ing Genders
ACW3022 Rethinking the Family
ACW3023 Gender Cross Culturally
ASM2001 Mediation
ASS2027 Timor Leste: History, Politics and Sociology
ASS3035 Sociology 2/3E – Environmental Policy
SBF3530 Environmental Philosophy
SBF3540 Leadership and the Environment
SCS3570 Indigenous Society & Environmental Management

Other electives may be chosen, however, you must check with your Course Co-ordinator first.

CAREER PROSPECTS
Graduates of this course are working as project workers and field staff in government, non-government and intergovernmental development organisations operating in areas such as; community learning centres; community health associations; rural community development groups; women’s advocacy organisations’ youth programs; environmental organisations; social and community development programs; policy and research institutes; co-operatives; post-conflict reconstruction situations and inter-governmental organisations.

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.
BACHELOR OF ARTS
(COMMUNITY DEVELOPMENT)
AUSTRALIAN STREAM
Course Code: ABSC (Australian stream)
Campus: St Albans and Footscray

COURSE DESCRIPTION AND OBJECTIVES
The Bachelor of Arts (Community Development) – Australian Stream course aims at providing professional education and training in a wide range of community development roles and skills, including local, urban and rural community work, and work with communities and groups sharing common ties or interests, including migrant groups, environmental groups, advocacy organisations, and community-based programs for youth, the aged, and people with disabilities. Students undertake core community development theory and practice subjects, communication subjects, research subjects, and contextual subjects in sociology and policy studies.

The course also involves applied work-integrated learning in the form of fieldwork projects undertaken with community-based agencies and organizations.

COURSE REQUIREMENTS
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) Australia Stream.

COURSE STRUCTURE
Students enter at third year level. The duration for each unit is one semester unless specified otherwise.

Year 3
Semester One
ASC3021 Community Development Theory & Practice 5
ASC3031 Communication Theory Workshop A
ASC3003 Research and Fieldwork 3
ASC3091 Social Policy 2 (Same as ASS3031 Sociology 3C [Covering Civic Life] in General BA)

Semester Two
ASC3022 Community Development Theory & Practice
ASC3095 Conflict Resolution in Groups & Communities
ASC3092 Social Policy 3 (Same as ASS3032 – Sociology 3D [Formations of Power])
ASC3066 Research & Fieldwork 4

Electives
One from:
ACW2021 Gender on the Agenda
ACW2022 Researching Gendered Lives
ACW3020* Imag(in)ing Genders
ACW3025 Knowing Bodies
ACW3026* Gender and Education
ASA2030 Regional & International Organisations and Policy
ASA2033 Management in Non-Government Organisations
ASB2010 Human Services 1
ASC3095* Conflict Resolution in Groups & Communities
ASM2001* Mediation
*These electives may not be offered every year.

CAREER PROSPECTS
The Australian stream is designed for students who intend working in Australian community work contexts.

COURSE DURATION
Students undertaking the Australian stream normally enter at third year level.

BACHELOR OF ARTS
(COMPUTER MEDIATED ART)
Course Code: ABXC
Campus: St Albans

COURSE DESCRIPTION
The aims of this three year course are to:

• develop 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 art works 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
Three years full-time or part-time equivalent.

COURSE REQUIREMENTS
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.

COURSE STRUCTURE
Year 1
Semester One
AFC1001 Survey of Art 1
AFC1005 Introduction to Cyberculture
HFC1001 Introduction to Computer Mediated Art

Semester Two
HFC1002 Introduction to Drawing and Painting
AFC1003 Survey of Art 2
AFC1006 Cyberculture Studies
BACHELOR OF ARTS
(CRIMINAL JUSTICE STUDIES)
Course Code: ABSJ
Campus: Footscray Park

COURSE DESCRIPTION AND OBJECTIVES
Criminal justice has become increasingly complex, with systemic interactions with social welfare organisations, law and judicial administration, penal and correctional institutions, family and community, and policing. Key parts of the industry and profession, including Victoria Police, have recognised the need for a more highly educated workforce with a developed understanding of the philosophies and objectives of modern criminal justice and the role of various agencies within it. This course responds to recent needs of the profession, as well as the development of new knowledge and understandings in the social sciences and law, including criminality, sociology, and social philosophy.

This course signals a generalist liberal studies/social sciences undergraduate degree. This orientation is reflected in the number of electives that will compliment core units, including, where available, subjects in cross-cultural communication, indigenous studies, human services, community development, advocacy and mediation, languages, gender studies and psychology.

COURSE DURATION
Three years full-time or part-time equivalent

COURSE REQUIREMENTS
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. Students do not undertake more than 6 Arts Elective units of study overall.

COURSE STRUCTURE
Year 1
Semester One
ASS1001 Sociology 1A: Introduction to Sociology
BLB1101 Australian Legal System in Context
BLB1114 Legal Research Methods
Arts Elective 1
Semester Two
ASS1002 Sociology 1B: Managing Normality
ASL1003 Criminal Justice Systems
BLO3352 Legal Topics B
Arts Elective 2

Year 2
Semester One
ASS2009 Making Modern Identities
ASL2001 Technology and Law
ACS 2001 Social Research 1
Arts Elective 3
Semester Two
ASS2013 Sociology of the Body
ASL2003 Ethics
ACS2002 Social Research 2
Arts Elective 4

Year 3
Semester One
ASS3009 Sociology of Law
BLB3128 Criminal Law
ASC3003 Social Research 3
Arts Elective 5
Semester Two
ASL3002 Law and Governance
BLB4139 Evidence
AXF3001 Professional Career & Development (Capstone unit)
Arts Elective 6

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 a student’s preparedness to work in a range of criminal justice professions. The University does not determine entry requirements to Australian police organisations.

BACHELOR OF ARTS
(HUMAN SERVICES)
Course Code: ABBB
Campus: St Albans

COURSE DESCRIPTION AND OBJECTIVES
This three year Bachelor of Arts course aims to provide students with a knowledge and skills base in the human services field so they may graduate with an entry level qualification for a range of human services occupations. The course also aims to provide existing
workers in the industry with the opportunity to gain accreditation in their sector and enhance their career prospects.

The course gives students an understanding of the policy context and policy options within human services work and provides them with a sequence of study in one of the key areas of human service practice, such as: social work, community development, gender studies, psychology, or social research.

**COURSE REQUIREMENTS**

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 subjects in Human Services; two first year foundation subjects; four elective subjects and two fieldwork subjects.

**COURSE STRUCTURE**

**Year 1**

*Semester One*
AXF1001 Knowing and Knowledge A  
ASS1012 Sociology 1A (Policy Studies Major)  
ABS1011 Human Service 1

plus one unit of study from the following
(Second Social Science Major)

APP1012 Psychology 1A (Psychology Major)  
ACW1020 Sex and Gender (Gender Studies Major)  
ASA1021 Community Development Theory and Practice 1  
  (Asia Pacific Stream)  
  (Community Development Major)

*Semester Two*

AXF1002 Knowing and Knowledge B  
ASS1013 Sociology 1B (Policy Studies Major)

plus one unit of study from the following
(Second Social Science Major)

APP1013 Psychology 1B (Psychology Major)  
ACW1021 Fashioning Gender (Gender Studies Major)  
ASA1022 Community Development Theory & Practice 2  
  (Asia Pacific Stream (Community Development Major)

plus one Year 1 elective

**Year 2**

*Semester One*

ASS2040 Sociology 2C – Sociology of Power and the State (Policy Studies Major)  
ASC2003 Research and Fieldwork 1  
ASC2011 Human Services 2A

plus one unit of study from the following
(Second Social Science Major)

APP2013 Psychology 2A (Psychology Major)  
ACW2033 Women and International  
ASA2021 Community Development Theory  
  (Asia Pacific Stream – Community Development Major)

*Semester Two*

ASS2050 Sociology 2D – Sociology of Power and the State 2 (Policy Studies Major)  
ASC2004 Research and Fieldwork 2  
ASS3038 Excursions into the Future

plus one unit of study from the following
(Second Social Science Major)

APP2014 Psychology 2B (Psychology Major)  
ACW2022 Researching Gendered Lives (Gender Studies Major)  
ACW3026 Gender and Education (Gender Studies Major)  
ACW2021 Gender on the Agenda (Gender Studies Major)

**Year 3**

*Semester One*

ASS3031 Sociology 3C – Governing Civic Life  
ASB3011 Human Services 2B  
AXF3001 Professional & Career Development (Capstone Unit)

plus one unit of study from the following
(Second Social Science Major)

one Psychology Elective (Psychology major)

ACW3020 Imag(in)ing Genders (Gender Studies major)

ACW3025 Knowing Bodies (Gender Studies major)

ACW2033 Women and International Development (Gender Studies major)

ASA3021 Community Development Theory & Practice 5  
  (International Community Development major)

ASC3021 Community Development Theory & Practice 5  
  (Australian Stream)

*Semester Two*

ASS3032 Sociology 3D – Formation of Power  
ASB3011 Human Services Internship

plus one unit of study from the following
(Second Social Science Major)

one Psychology Elective (Psychology major)

ACW3026 Gender and Education (Gender Studies major)

ACW2032 Researching Gendered Lives (Gender Studies major)

ACW2021 Gender on the Agenda (Gender Studies major)

ASB3020 Fieldwork 2

ASA3022 Community Development Theory & Practice 6  
  (International Community Development major)

ASC3022 Community Development Theory & Practice 6  
  (Australian Stream)

**CAREER PROSPECTS**

See course description and objectives.

**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 6 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.
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

BACHELOR OF ARTS (INTERNATIONAL STUDIES)
Course Code ABXI
Campus Footscray Park

COURSE DESCRIPTION AND OBJECTIVES
The BA (International Studies) allows students to design a coherent degree with majors that offer international perspectives: Advanced English for Speakers of Other Languages, Asian Studies, Chinese, Japanese, Spanish, Vietnamese, History, Political Science, Sociology of the Global South. The BA (International Studies) program will develop advanced analytical and critical skills relevant to a rapidly globalizing professional environment and changing labour market needs.

COURSE DURATION
Three years full-time or part-time equivalent

COURSE REQUIREMENTS
To be awarded the degree of Bachelor of Arts (International Studies) students must successfully complete a total of 288 credit points.

COURSE STRUCTURE
For a normal full-time load:

Year 1
Semester One
AXF1001 Knowing and Knowledge A (Foundation Unit)
1st Major – Unit of Study 1
2nd Major – Unit of Study 1
Elective

Semester Two
AXF1002 Knowing and Knowledge B (Foundation Unit)
1st Major – Unit of Study 2
2nd Major – Unit of Study 2
Elective

Year 2
Semester One
1st Major – Unit of Study 3
1st Major – Unit of Study 4
2nd Major – Unit of Study 3
Elective

Semester Two
1st Major – Unit of Study 5
2nd Major – Unit of Study 4
2nd Major – Unit of Study 5
Elective

Year 3
Semester One
1st Major – Unit of Study 6
1st Major – Unit of Study 7
2nd Major – Unit of Study 6
Elective

Semester Two
1st Major – Unit of Study 8
2nd Major – Unit of Study 7
2nd Major – Unit of Study 9
Elective

INTERNATIONAL STUDIES MAJORS
- Advanced English for Speakers of Other languages
- Asian Studies
- Chinese
- History
- International Cultural Studies
- Japanese
- Political Science
- Sociology of the Global South
- Spanish
- Vietnamese

CAREER PROSPECTS
Career opportunities for graduates with knowledge of Asia’s societies and cultures and an Asian language are burgeoning. Graduates can expect careers in businesses: Australian companies in Asia and Asian companies operating in Australia and Europe. Other opportunities exist in the service sectors of aid, tourism, foreign affairs, journalism, teaching and the public service. Opportunities also exist in community development work among Australia’s Asian and Pacific communities.

Those who pursue an honours degree and other higher degrees may find work in research positions.

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.

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BACHELOR OF ARTS (LEGAL STUDIES)
Course Code: ABSL
Campus: Footscray Park

COURSE DESCRIPTION AND OBJECTIVES
The three year Bachelor of Arts (Legal Studies) degree aims to provide a broad education in aspects of the law and a variety of legal issues which complement studies in arts and social sciences. The course also provides opportunity for students to pursue related studies as electives. The degree equips graduates to more effectively compete in the employment market for those positions in the private and public sectors, which Arts graduates have traditionally pursued – that is, in the broad field of administration, research, and personnel work. It also equips graduates to compete for positions in the recently emerged and rapidly growing ‘paralegal’ field in the commercial setting of law firms and in the relevant public sector agencies, providing legal assistance to law professionals. The degree is not aimed at, nor does it qualify students for, admission to practice as a solicitor, barrister of the Supreme Court of Victoria.

COURSE DURATION
Three years full-time or part-time equivalent.

COURSE REQUIREMENTS
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. Subjects chosen from other Faculties will be deemed equivalent to these values. 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 11 in the Faculty of Business and Law (9 of which MUST be law Units of Study) and 12 in the Faculty of Arts, Education and Human Development, 1 8 Units of Study in an Arts major plus 4 other Arts Units of Study ),and 1 Capstone unit from either Arts or Business and Law.
- Students may not enroll in more than 10 Units of Study overall at first year level. A major is 8 Units of Study in the same unit of study area – 2 at first year level and then another 6 at 2nd and 3rd year levels.

- Students in the BA (Legal Studies) course are strongly advised to undertake Sociology as their Arts major. Information on other Arts units of study/majors offered at Footscray Park campus is available to assist in your 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.

**COURSE STRUCTURE**

Students may complete the structural requirements of the degree in a variety of ways. The following is an example:

**Year 1**

**Semester One**
- Arts Major – Unit of Study 1
- Arts Elective 1
- BIB1114 Legal Research: Methods
- BIB1101 Australian Legal System in Context

**Semester Two**
- Arts Major – Unit of Study 2
- Arts Elective 2
- BLO352 Legal Topics B
- Business of Law Elective 1

**Year 2**

**Semester One**
- Arts Major – Unit of Study 3
- Arts Major – Unit of Study 4
- Arts Elective 3
- Law Unit of Study 1

**Semester Two**
- Arts Major – Unit of Study 5
- Arts Major – Unit of Study 6
- Law Unit of Study 2
- Business or Law Elective 2

**Year 3**

**Semester One**
- Arts Major – Unit of Study 7
- Arts Elective 4
- Law Unit of Study 3
- Law Unit of Study 4

**Semester Two**
- Arts Major – Unit of Study 8
- Law Unit of Study 5
- Law Unit of Study 6
- AXF3001 Professional and Career Development (Capstone) or an approved unit of study from the Faculty of Business and Law that Includes the Capstone Task

**SUBJECTS OFFERED**

Arts elective subjects on offer include Asian Studies, Chinese, Japanese, Vietnamese, Political Science, History, Literary Studies, Sociology, Advanced English for Speakers of other Languages, Histories of the Present, Cultural Studies, Psychology#, Professional Writing#, Communication Studies# and Community Development#.

Note: Students must complete the required Arts major in either Asian Studies, Cultural Studies, History, Histories of the Present, Political Science or Sociology.

Law subjects on offer include Legal Research Methods, Corporate Law, Employment Law, Health and Safety Law, Commercial Law, Administrative Law, Legal Topics A, Legal Topics B, Public Sector Law, Tourism Law, Taxation Law and Practice, Land Law (dealing with aspects of land registration, Mabo, Wik, constitutional issues and the Native Title Act), Environment Law (dealing with Commonwealth and State environment protection legislation) and Comparative Law (compulsory).

#Offered at St Albans Campus only

**CAREER PROSPECTS**

See course description and objectives.

**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.

**BACHELOR OF ARTS (MULTIMEDIA)**

Course Code: ABCM

Campus: St Albans

**COURSE DESCRIPTION**

This course is a three year Bachelor of Arts, with a special emphasis on multimedia and other new media [e.g. internet]. The course combines a newly developed major in multimedia with a major in either Professional Writing or Communication Studies and/or Media Studies, together with a number of elective subjects.

**COURSE OBJECTIVES**

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, business and marketing. Students will also develop transferable skills in areas such as research and evaluation techniques and oral and written communication.

**COURSE DURATION**

Three years full-time or equivalent.

**COURSE REQUIREMENTS**

To be awarded the Bachelor of Arts (Multimedia), students must have successfully completed a total of 288 credit points. All first year undergraduate Arts subjects are worth 12 credit points. All second and third year undergraduate Arts subject are worth 12 credit points (including any first year subjects taken at second and third year). Subjects 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 twenty four semester-length units
- Complete 2 major (Multimedia plus Professional Writing or Communication Studies
- No more than 8 units may be taken from outside the Faculty of Arts, Education and Human Development i.e. at least 16 units must be arts units.
- A degree cannot contain more than 10 first-year units.
COURSE STRUCTURE
For a normal full-time load:

**Year 1**

**Semester One**
- ACM1005 Introduction to Web Development
- ACM1004 Design for Multimedia*
- Second major Professional Writing or Communication Studies
- Elective you can obtain a list of electives from the Net.

**Semester Two**
- ACM1006 Digital Sound and Video
- ACM1003 Animation for Multimedia*
- Second major Professional Writing or Communication Studies
- Second major Professional Writing or Communication Studies Elective

**Year 2**

**Semester One**
- ACM2003 Interactive Programming
- Second major Professional Writing or Communication Studies
- Second major Professional Writing or Communication Studies**
- Elective

**Semester Two**
- ACM2008 Dynamic Web Development
- ACM2007 Innovation Technologies Research & Application***
- Second major Professional Writing or Communication Studies Elective

**Year 3**

**Semester One**
- ACM3003 DVD and Script Development
- Second major Professional Writing or Communication Studies
- Elective

**Semester Two**
- ACM3005 Industry and Employment Context***
- ACM3004 Graduating Project
- Second major Professional Writing or Communication Studies**
- Elective
- * Compulsory Foundation Unit
- ** 2nd Major
- *** Additional Multimedia Core units to be complete

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

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.

BACHELOR OF MULTIMEDIA SYSTEMS
Course Code: ABCS
Campuses: Kuala Lumpur (2nd Year) and Footscray Park/St Albans or Kuala Lumpur (3rd Year)

**COURSE DURATION:**
Two-years full-time or part-time equivalent.

**COURSE REQUIREMENTS:**
To be awarded the Bachelor of Multimedia Systems, students must have successfully completed a minimum total of 96 VU credit points for the 8 designated core units. This course is only available to international students and is conducted in conjunction with Sunway University College in Kuala Lumpur. The degree commences with studies at 2nd year and entry to the course is via successful completion of 1st year of the Sunway University College Bachelor of Multimedia Systems degree or equivalent. In 2nd year students study at Sunway University College and undertake VU units as well as receiving credit for a number of SUC units. In 3rd year students have the option of studying at either VU in Melbourne (Footscray Park or St Albans campus), or at Sunway University College. Students who complete at Sunway University College include in their course of study some elective units which are credited to their VU program.

Units required for completion of the course:

**Year 2**
- ACM 2007 Innovation Technologies: Research and Application
- ACM 2008 Dynamic Web Development
- ACC 2045 Audio Production
- ACC 3045 Video Production

**Year 3**
- ACP 2069 Writing for the Web
- ACM 3003 DVD and Script Development
- ACM 3004 Graduating Project
- ACM 3005 Industry and Employment Content
- Electives (selected from offerings at either VU or SUC)

ADMISSION REQUIREMENTS
Admission into Year 2 of this Program is by successful completion of all required Year 1 level subjects in the SUC Bachelor of Multimedia Systems degree or equivalent.

BACHELOR OF ARTS
(PERFORMANCE & MULTIMEDIA)
Course Code: HBPC
Campus: Footscray Park

**COURSE DESCRIPTION AND OBJECTIVES**
The Bachelor of Arts (Performance and Multimedia) combines the studies of performance and multimedia in an interdisciplinary form. The emphasis in both performance and multimedia is on composition, the development of new and innovative work, and the articulation and communication of theoretical issues informing and surrounding contemporary culture. This course will enable students to gain knowledge and skills in the practice and theory of performance and multimedia, and increase their ability to critically analyse contemporary culture.

The course aims to:
- provide a balanced exposure to all academic and professional areas of contemporary multimedia and performance making and their relationships;
- increase students’ critical awareness and understanding of new media, contemporary performance, and their inter-relationships;
• 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 post-modern, electronic world.

COURSE DURATION
Three years full-time or part-time equivalent.

COURSE REQUIREMENTS
To be awarded the degree of Bachelor of Arts (Performance and Multimedia) students must successfully complete a total of 288 credit points. All subjects in the course carry a value of 12 credit points each.

COURSE STRUCTURE

**Year 1**

**Semester One**
- ACM1001 Introduction to Web Development
- ACM1003 Design for Multimedia
- HPW1000 Ground Self & Others: Embodied Ethics
- HPW1001

**Semester Two**
- ACM1002 Multimedia 1B Digital Sound and Video
- ACM1003 Animation for Multimedia
- HPW1270 Movement & Voice 2
- HPW3190 Psychoanalysis and Phenomenology or HPW3260 The Body & Representation

**Year 2**

**Semester One**
- HPW2130 Performance Composition 1
- HPW2180 Performance Project 2
- HPW3230 Structures of Performance or HPW2150 Performance Histories

**Semester Two**
- HPW2230 Performance Composition 2
- HPW2280 Performance Project 3
- HPW3190 Psychoanalysis and Phenomenology or HPW3260 The Body & Representation

**Year 3**

**Semester One**
- HPW1280 Performance Project 1
- HPW3170 Research for Performance
- HPW3210 Contemporary Performance Theory or HPW3250 Performance & Identity

**Semester Two**
- HPW3280 Graduating Seminar
- HPW3240 Technique D
- HPW3290 Performance Practica

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

COURSE DESCRIPTION AND OBJECTIVES
This course is a three year Bachelor of Communication degree, focusing on Public Relations. It provides an opportunity for students with an interest in communication studies to undertake theoretical and applied studies, which can lead to a career in the broad and expanding field of public relations. 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
Three years full-time or part-time equivalent.

COURSE REQUIREMENTS
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 twenty-four 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 ten first year units;
- no more than six units may be taken from outside the Faculty of Arts, Education and Human Development.

COURSE STRUCTURE
For a normal full-time load:

Year 1
Semester One
ACY1001 Principles and Practice of Public Relations
ACC1047 Culture and Communication
Contextual Studies unit 1
ACP1005 Intro to Web Development or elective

Semester Two
ACP1054 Intro to Media Writing
ACC1048 Media Culture and Society
Contextual Studies unit 2
Elective

Year 2
Semester One
ACY2003 Media Management in Public Relations
ACP3051 Writing for Public Relations and Advertising
One of:
ACC3045 Video Production
ACC3046 Communicating with Radio
ACP2070 Editing Principles and Practice
Elective or ACM1005 Intro to Web Development
Semester Two  
ACY2000 Research Methods in Public Relations  
ACC3057 Interpersonal & Group Communication  
ACY2004 Public Relations Research Project  
Elective  
Year 3  
Semester One  
ACY3001 Public Relations Campaigns & Management  
ACC3047 Communication in Organisations  
ACY3000 Public Relations Professional Practice  
Elective  
Semester Two  
ACY3002 Public Relations Project & Placement  
ACY3003 Marketing & Law in Public Relations  
Elective  
Elective  

CAREER PROSPECTS  
Graduates may gain employment in a broad range of positions in the public relations and communication field, including:  
- public relations consultant;  
- communications manager;  
- media relations officer;  
- publicist;  
- reputation manager;  
- publicity officer;  
- community relations officer;  
- corporate affairs manager;  
- information officer;  
- events co-ordinator;  
- fundraising & marketing manager;  
- political adviser.  

PROFESSIONAL RECOGNITION  
The course is fully accredited by the Public Relations Institute of Australia (PRIA).  

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.  

BACHELOR OF PSYCHOLOGY  
Course Code: ABPP  
Campus: Footscray Park  

COURSE DESCRIPTION AND OBJECTIVES  
The Bachelor of Psychology Arts Stream is a three year undergraduate course offered at the Footscray Park campus for those students who want to study psychology in combination with Arts related units of study, i.e. Communication Studies, Sociology, Political Science, Japanese, International Culture Studies, Vietnamese, Chinese, Asian Studies, History, Literary Studies or Social Research Methods. Please note that units of study offered at Footscray Park are conducted during the day.  
The 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 Psychologist’s Registration Board and Associate Membership of the Australian Psychological Society.  

COURSE DURATION  
Three years full-time or part-time equivalent.  

COURSE REQUIREMENTS  
All students must complete a total of 288 credit points. The following requirements apply for the Arts stream:  
- complete twenty four semester-length units of study as follows  
- a major in Psychology; (10 sequential semester units of study)  
- one other approved Arts major; (normally 8 sequential units of study)  
- complete Qualitative Social Research Methods and Quantitative Social Research Methods;  
- Knowing and Knowledge A & Knowing and Knowledge B  
  (Foundation units of study – compulsory in first year)  
- The Capstone Unit APP3023 Psychological Issues in the Workplace  
- A minimum of two Psychology elective units of study, in addition to the one Arts elective  
- No more than 8 first-year units of study can be counted towards the 24 units of study required for the degree.  

COURSE STRUCTURE  
Year 1  
Semester One  
APP1012 Psychology 1A  
AXF1001 Knowing and Knowledge A  
Arts major – Unit of Study 1  
Arts elective 1  
Semester Two  
APP1013 Psychology 1B  
AXF1002 Knowing and Knowledge B  
Arts major – Unit of Study 2  
Arts major* – Unit of Study 3  
Year 2  
Semester One  
APP2013 Psychology 2A  
APP2031 Development Issues in Psychology  
APS2030 Qualitative Social Research Methods  
Arts major – Unit of Study 4*  
Semester Two  
APP2014 Psychology 2B  
APS2040 Quantitative Social Research Methods  
Psychology Elective 1  
Arts major* – Unit of Study 5  
Year 3  
Semester One  
APP3011 Research Methods in Psychology  
APP3036 History and Theories in Psychology  
APP3023 Psychological Issues in the Workplace (Capstone Unit)  
Arts Major – Unit of Study 6  
Arts major* – Unit of Study 6  
Semester Two  
APP3037 Clinical Aspects of Psychology  
Psychology Elective 2  
Arts Major – Unit of Study 7  
Arts Major – Unit of Study 8  

ARTS MAJOR  
Students may undertake an Arts major and electives in the following areas:  
- Advanced English for Speakers of Other Languages;  
- Asian Studies;
• Chinese (Mandarin);
• Communication Studies;
• Cultural Studies;
• Gender Studies
• History;
• Histories of the Present;
• Japanese;
• Literary Studies;
• Political Science;
• Sociology;
• Spanish and Spanish Studies;
• Vietnamese.

Students may also undertake a limited number of subjects from the St Albans Campus, subject to approval by the Course Co-ordinator.

CAREER PROSPECTS
The Bachelor of Psychology is designed to provide preparation for a fourth year of study in psychology for graduates wishing to achieve professional accreditation. Graduates of the course may also find employment in areas such as welfare and community services, or may undertake further study to quality as teachers or social workers.

PROFESSIONAL RECOGNITION
Australian Psychological Society (APS) accredited. Successful completion of a fourth-year of study will enable graduates of the Psychology degree to receive Associate Membership with the APS, and will meet the academic requirements for professional accreditation with the Victorian Psychologists’ Registration Board.

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.

BACHELOR OF PSYCHOLOGY
(INTERPERSONAL & ORGANISATIONAL)
Course Code: ABPI
Campus: St Albans

COURSE DESCRIPTION
This is an APS accredited course. It provides an opportunity for students to combine an education in the discipline of psychology (via the accredited undergraduate psychology major) with a major that directly links important psychological interpersonal and organisational concepts with workplace settings.

COURSE OBJECTIVES
The course will:
• develop generic interpersonal and organisational skills, e.g. listening, communicating, leading, interviewing, observing and decision-making, in students;
• enable students to acquire the basis for skilled interactions in a class setting and practice these through a field work component;
• encourage reflection on such interactions with individuals and groups from a theoretical and psychological point of view.

COURSE REQUIREMENTS
To be awarded the degree of Bachelor of Psychology (Interpersonal and Organisational) students must successfully complete a total of 288 points. The student is required to complete a major in Psychology (10 units) and a major in Interpersonal & Organisational (8 units). In addition to these two majors, students will also be required to complete Knowing and Knowledge A & B at first year level plus 4 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.

COURSE STRUCTURE
Year 1
Semester One
APP1012 Psychology 1A
AXF1001 Knowing and Knowledge A
APP1014 Interpersonal Skills 1
plus one General elective
Semester Two
APP1013 Psychology 1B
AXF1002 Knowing and Knowledge B
APP1015 Organisational Skills 1
plus one General elective
Year 2
Semester One
APP2013 Psychology 2A
APP2023 Interpersonal Skills 2
APP2031 Development Issues in Psychology
plus one General elective
Semester Two
APP2014 Psychology 2B
APP2024 Organisational Skills 2
plus one Psychology elective
plus one General elective
Year 3
Semester One
APP3028 Field Work
APP3035 Research Methods in Psychology
APP3036 History and Theory of Psychology
plus one Psychology elective
Semester Two
APP3029 Skills in Context
APP3037 Clinical Aspects of Psychology
plus two Psychology electives

CAREER PROSPECTIVE
The Bachelor of Psychology (Interpersonal & Organisational) provides an opportunity to undertake the existing APS accredited psychology major with a second major in interpersonal and organisational skills. This second major has an applied emphasis and offers enhancement of ‘people skills’ that graduates of psychology may use in the workplace. It aims to equip graduates with additional skills for working with people in a variety of settings. Graduates will be very attractive to a wide range of employers in psychology, human services and social science areas. This is an undergraduate major and not an opportunity to specialise in a field of psychology.

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.
BACHELOR OF SOCIAL WORK
(PRELIMINARY YEAR)
Course Code: ABSP
Campus: St Albans

COURSE DESCRIPTION AND OBJECTIVES
The course provides the prerequisite one year tertiary study in social sciences for entry to the three year Bachelor of Social Work course (St Albans Campus). At the completion of the course students are eligible for entry to the Bachelor of Social Work degree or alternatively continue into the second year of the Bachelor of Arts

COURSE DURATION
One year full time or two years part time.

COURSE REQUIREMENTS
Students must complete a total of 96 credit points including the following:
- complete two units of study in either Psychology and/or Sociology;
- complete two first year foundation subjects;
- complete two or four Arts electives (depending on whether both Psychology and Sociology are undertaken)

COURSE STRUCTURE

Year 1
Semester One
 AXF1001 Knowing and Knowledge A
 APP1012 Psychology 1A
 or
 ASS1012 Sociology 1A
 Elective
 Semester Two
 AXF1002 Knowing and Knowledge B
 APP1013 Psychology 1B
 and/or
 ASS1013 Sociology 1B
 plus elective*  
 *If students choose to do both Sociology and Psychology, then they need to do two electives

SUBJECTS OFFERED
Subjects on offer include Psychology, Sociology plus a choice of elective subjects in Asian Studies#, Chinese#, Communication Studies, Cultural Studies#, History#, Japanese#, Literary Studies, Media Studies, Political Science#, Professional Writing, Spanish#, Vietnamese# or Gender Studies. Students may also choose one arts elective from outside the Faculty of Arts, Education and Human Development with permission of the Study Advisor.
#Offered at Footscray Park Campus only

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.
(B) PROFESSIONAL OBJECTIVES

The objectives of the professional component of the BSW programs are:

1. to help meet the social welfare labour force needs of Australia generally and the Western region of Melbourne in particular;
2. to increase students’ knowledge and understanding of the welfare state as a social institution in the Australian context, emphasizing its origins, ideological bases, development, functions, contradictions, administrative forms, and methods of evaluating its impact on society – particularly its impact on oppressed groups such as poor people, women, aborigines, people of colour and people with disabilities;
3. 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;
4. to introduce students’ to the origins, manifestations, dynamics, causes and consequences of social inequality and oppression;
5. 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;
6. to enhance students’ development, intellectual inquisitiveness, creative problem solving skills, a reflective practice, and proper use of a range of research methods; a facility for critical questioning, and a goal of life-long learning; and
7. 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

To become a qualified social worker, a total of four years full-time study or part-time equivalent must be completed. Students will normally complete a preliminary year of tertiary study prior to entering the social work course.

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 subjects, e.g. 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) offered at Victoria University or equivalent degree courses at other universities. Applications for the Preliminary Year are through VTAC, with a Victoria University supplementary form being filled out.

BACHELOR OF SOCIAL WORK COURSE

Three years full-time or six years equivalent part-time study.

To be awarded the Bachelor of Social Work degree students must complete a total of 288 credit points after the Preliminary Year. Students undertaking Social Work with Honours must complete in addition their final year the subject Social Work Honours.

Students who commence the BSW course component must undertake the following course structure:

Semester One
- ASW2015 Human Development: Individual, Group and Family Processes
- ASW2091 Introduction to Social Welfare
- ASW2092 Introduction to Social Work
- ASW2093 Social Work Research 1

Year 1
- Preliminary Year of Study

Year 2
- Semester One
- ASW2013 Introduction to Social Policy
- ASW2095 Social Work Theory
- ASW2096 Social Work Practice 1
- ASW2097 Social Work and Social Problems

Year 3
- Semester One
- ASW3019 Law & Social Work Practice
- ASW3026 Organisational Context of Social Workplace Practice
- ASW3051 Social Work Practice 2A
- ASW3053 Anti Oppressive Social Work

Semester Two
- ASW3053 Social Work Practice 2B
- ASW3055 Field Education 1A
- ASW3056 Field Education 1B
- ASW3058 Field Education 1C

Year 4
- Semester One
- ASW4044 Community Development
- ASW4092 Social Work Research 2
- ASW4093 Field Education 2A
- ASW4094 Field Education 2B

Semester Two
- ASW4047 Social Planning and Program Development
- ASW4090 Social Policy Analysis: Current Issues
- ASW4093 Field Education 2C
- ASW4095 Field Education 2D (Capstone Task)
- ASW5001 Social Work Honours* (full year subject)

*Students wishing to graduate with a Bachelor of Social Work with Honours must complete ASW5001 Social Work Honours in their fourth year. It is additional to the normal 4th year load.

Third-Year Entry

Students who have completed two or more years of a relevant tertiary degree and relevant experience may (with approval) commence the course at third year and undertake the following course structure:

- ASW3019 Law & Social Work Practice
- ASW3026 Organisational Context of Human Services Practice
- ASW3051 Social Work Practice 2A
- ASW3052 Anti-Oppressive Social Work

Additional load, one of
- ASW2091 Introduction to Social Welfare or
- ASW2092 Introduction to Social Work
- ASW3053 Social Work Practice 2B
- ASW3055 Field Education 1A
- ASW3056 Field Education 1B
- ASW3058 Field Education 1C
- ASW2095 Social Work Theory

Year 4
- ASW4044 Community Development
- ASW4090 Social Policy Analysis: Current Issues
- ASW4091 Field Education 2 (full year)
- ASW5001 Social Work Honours*
- ASW4047 Social Planning and Program Development
- ASW4091 Field Education 2 (full year)
- ASW4092 Social Work Research 2
- ASW5001 Social Work Honours

*Optional – by permission only

CAREER PROSPECTS

The course is aimed at preparing graduates for employment across a range of settings including: local government human services, federal and state government welfare agencies, hospitals and community health centres, and non-Government and community-managed human services organisations.
ADMISSION REQUIREMENTS
The structure of the BSW degree allows for three entry points into the degree, depending on the amount of tertiary study completed and previous experience in social and community services. Prospective students are able to apply for entry through either:
1. BSW (Preliminary Year) through the VTAC process.
2. Direct entry to Second year of BSW:
   - one full year of a degree with two semesters of either sociology or psychology
   - TAFE Diploma in Disability Services, Youth Studies, Justice, Further Education or Liberal Arts
   - Special Entry – applicants without full academic prerequisites, but with substantial social and community services with at least three years in paid employment in a relevant sector and demonstrated capacity to undertake studies at higher education level.
3. Third Year entry (Advanced standing):
   - two or more years of a degree that includes at least four semesters in a relevant social sciences discipline. Entry to the Advanced level is not automatic. In considering applications from prospective students with two or more years of a relevant degree, preference for entry into third year is given to students who have a history of paid work experience in the social and community services sector.
   - Applicants with a full Diploma in Community Services (Welfare Studies or Community Development) also gain entry to a two year program for the BSW.
Regardless of entry point, all applicants are required to:
- provide a written application to the Social Work Unit, indicating previous study and work experience. (Forms are available from Victoria University Student Admissions);
- participate in a group interview and discussion in which they demonstrate basic awareness of the social and community services and interpersonal skills;
- provide written work of at least a ‘fair’ grading.

BACHELOR OF SCIENCE (PSYCHOLOGY)
Course Code: ABPY
Campus: St Albans

COURSE DESCRIPTION
The Bachelor of Science (Psychology) is an undergraduate course for those who want to study psychology and social research methods in combination with the study of science subjects.

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 Psychologist’s Registration Board.

The course provides a strong grounding in psychology, social research methods and a science discipline.

COURSE DURATION
Three years equivalent full-time study.

COURSE REQUIREMENTS
To be awarded the Bachelor of Science (Psychology) students must have successfully completed a total of 288 credit points.

YEAR 1
Semester One
- APP1012 Psychology 1A
- RBF1310 Biology 1
- RBF1510 Human Bioscience 1
Semester Two
- APP1013 Psychology 1B
- RBF1520 Human Bioscience 2
- RBF1320 Biology 2

YEAR 2
Semester One
- APP2013 Psychology 2A
- APS2030 Quantitative Social Research Methods
- One Second Year Science elective
Semester Two
- APP2014 Psychology 2B
- APS2040 Qualitative Social Research Methods
- One Psychology elective unit
- One Second Year Science elective unit

YEAR 3
Semester One
- APP3035 Research Methods in Psychology
- Two Third Year Science elective units
Semester Two
- APP3023 Psychological Issues in the Workplace (Capstone Unit)
- APP3037 Clinical Aspects of Psychology
- Two Third Year Science elective units

Science Major The Science Major comprises a recognised three-year sequence of elective subjects within the Faculty of Health, Engineering and Science. By selecting appropriate combinations of elective subjects, students may obtain a major in psychology together with a second science major including, but not limited to, the following discipline areas:
- Human Bioscience
- Human Bioscience/Wellness
- Human Bioscience/Nutrition
- Social Research Methods
- Chemistry/Biochemistry/Nutrition

Variations to majors, or alternative majors will be considered, subject to approval from the Course Co-ordinator and subject availability.

SOCIAL RESEARCH METHODS MAJOR
Students wishing to complete this major must do APS3010 Social Research Methods 3 and APS3040 Independent Research Project as well as a two year sequence of subjects selected from those available for the science major (as listed above).

CAREER PROSPECTS
The Bachelor of Science (Psychology) is designed to provide preparation for a fourth year of study in psychology for graduates wishing to achieve professional accreditation.

Graduates of the Bachelor’s degree may find employment in areas such as welfare and community services, or may undertake further study to qualify as teachers or social workers. Social research methods subjects prepare graduates for work in social research and data analysis positions.
PROFESSIONAL RECOGNITION
Australian Psychological Society (APS) accredited. Successful completion of a fourth year of study will enable graduates of the Psychology degree to receive Associate Membership with the APS, and will meet the academic requirements for professional accreditation with the Victorian Psychologists’ Registration Board.

ADMISSION REQUIREMENTS
Normal entry: VCE (or equivalent). Prerequisite subjects: Year 12 English, one Year 12 Science subject.
VCE Biology is not a formal prerequisite but students will find a background in biology is very helpful.
COMBINED DEGREE PROGRAMS

BACHELOR OF ARTS (SPORT ADMINISTRATION)/BACHELOR OF BUSINESS (MANAGEMENT)

Course Code: HBMS

COURSE OBJECTIVES
The aim of the course is twofold. The first, 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, to provide students with a broad range of business and sport related vocational skills, which can be used to assist the development of organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders. The course provides a thorough grounding in business principles while at the same time giving students a detailed understanding of the commercial and cultural dimensions of sport.

ADMISSION REQUIREMENTS
To qualify for admission to the course applicants must have successfully completed the Victorian Certificate of Education (VCE) with a pass in Unit 3 and 4 English, or equivalent.

The course will be offered over four years on a full-time basis or part-time equivalent.

COURSE STRUCTURE
The course offers students a specialisation in either Human Resource Management or Service Management.

Year 1
Semester One
HPS1111 Sport History and Culture
HPS1116 Sport Administration Foundations 1
BLO1105 Business Law
BMO1102 Management and Organisation Behaviour
Semester Two
BAO1101 Accounting for Decision Making
HPS1218 Sport Administration Foundations 2
BHO1171 Introduction to Marketing
HPS1221 Sport Career Development 1

Year 2
Semester One
BEO1103 Microeconomic Principles
HPS7045 Sport and the Media
BCO1102 Information Systems for Business
BMO3220 Human Resource Management (H) or BMO3422 Strategic Management (S)
Semester Two
HPS2111 Sport Sponsorship
HPS1117 Sport Politics and Society
BMO1192 Business Communications (H) or BMO3327 Organisation Change & Development (S)
HPS7058 Sport Industry Development Program

Year 3
Semester One
HPS3112 Sport Venue and Stadium Administration
BEO1104 Macroeconomic Principles
BMO3476 Training & Development (H) or BMO3320 Interpersonal & Organisational Negotiation (S)
Sport Elective 1
Semester Two
BMO3420 Human Resource Information Systems (H) or BMO2354 Conferences & Meetings Management (S)
BMO3324 Consulting & Counselling (H) or BMO2181 Operations Management (S)
HPS3113 Ethics and Social Policy in Sport
Sport Elective 2

Year 4
Semester One
BLO2207 Employment Law (H) or BMO3421 Managing the Service Organisation (S)
BEO1106 Business Statistics
BMO3323 Employee Relations Management (H) or BMO1110 Managing Knowledge (S)
HPS3111 Sport Event Administration
Semester Two
HPS7057 Sport Industry Research Project
BMO3325 Human Resources Management Evaluation (H) or BHO3432 Services Marketing (S)
HPS3213 Sport Career Development 2
(S)= Service Management Stream
(H)= Human Resource Management Stream

Electives
HPE7090 Adventure Activity
HPE7111 Sport Evaluation Strategies
HPS7050 Sport and Globalisation
HPS7051 Managing Sport Futures
HPS7052 Sport Tours and Team Itinerary Planning
HPS7054 Sport Gaming and Gambling
HPS7055 Comparative Studies in Sport and Public Policy
HPS7056 Player Management in Sport
HPS7071 Administration of Aquatic Programs
HPS7113 Social Issues in Sport Administration
HPS7114 Football Studies
HPS7283 Field Experience Elective
HPX1010 Olympic Studies
ACA3001 Professional Writing for Sport

CAREER OPPORTUNITIES
Students will acquire the necessary skills for employment in sporting clubs, state and national sporting bodies, sport leagues, major venues and facilities, event management organisations, sports marketing consultancies, player agent organisations, and government agencies with a sport focus. Exposure to core generic studies in general management, human resource management, information technology, marketing, and communication will enable students to move into positions in any number of service delivery occupations.
**PROFESSIONAL RECOGNITION**
All graduates will be eligible for admission to the Chartered Institute of Company Secretaries in Australia Ltd and for membership of the Australian Society of Sport Administrators (Level 2 accreditation status).

**BACHELOR OF ARTS (SPORT ADMINISTRATION)/BACHELOR OF BUSINESS (MARKETING)**
Course Code: HBKS

**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. The course provides a thorough grounding in marketing principles and practice while at the same time giving students a detailed understanding of the commercial and cultural dimensions of sport.

**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.

**COURSE DURATION**
The course is offered over four years on a full-time basis or part-time equivalent.

**COURSE STRUCTURE**

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<tr>
<th>Year 1</th>
<th>Semester One</th>
<th>Year 2</th>
<th>Semester One</th>
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<tbody>
<tr>
<td>HPS1111 Sport History and Culture</td>
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<td>HPS1102 Management &amp; Organisation Behaviour</td>
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<td>BLO1105 Business Law</td>
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<td>HPS7045 Sport and the Media</td>
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<td>BHO2285 Marketing Research</td>
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<td>BHO1171 Introduction to Marketing</td>
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<td>BEO1106 Business Statistics</td>
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<td>HPS1218 Sport Administration Foundations 2</td>
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<td>HPS1211 Sport History and Culture</td>
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<td>BCO1102 Information Systems for Business</td>
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<td>Year 3</td>
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<tr>
<td>HPS3112 Sport Venue and Stadium Administration</td>
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<td>BAO1101 Accounting for Decision Making</td>
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<td>BEO2186 Distribution Management</td>
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<td>BHO2250 Advertising and Public Relations</td>
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<td>BEO1104 Microeconomic Principles</td>
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<td>Sport Elective 1</td>
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<td>HPS3111 Sport Event Administration</td>
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<td>Semester Two</td>
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<td>BEO2254 Statistics for Business and Marketing</td>
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<td>HPS7057 Sport Industry Research Project</td>
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<td>BHO2434 Consumer Behaviour</td>
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<td>BHO3435 Marketing Planning and Strategy</td>
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<td>HPS3113 Ethics and Social Policy in Sport</td>
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<td>HPS3213 Sport Career Development 2</td>
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<tr>
<td>Sport Elective 2</td>
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<td>Electives to be advised</td>
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</tbody>
</table>

**CAREER OPPORTUNITIES**
Students will acquire the necessary skills for employment in sporting clubs, state and national sporting bodies, sport leagues, major venues and facilities, event management organisations, sports marketing consultancies, player agent organisations, and government agencies with a sport focus. Exposure to core generic studies in general management, human resource management, information technology, marketing, and communication will enable students to move into positions in any number of service delivery occupations.

**PROFESSIONAL RECOGNITION**
All graduates will be eligible for membership of the Australian Society of Sport Administrators (Level 2 accreditation). Graduates who have successfully completed the appropriate subjects may meet the academic requirements for admission to the Australian Marketing Institute, the Market Research Society of Australia and the Australian Economics Society.

**BACHELOR OF ARTS (SPORT ADMINISTRATION)/BACHELOR OF BUSINESS (EVENT MANAGEMENT)**
Course Code: HBSE

**COURSE OBJECTIVE**
This course aims to provide students with both a sound knowledge and critical appreciation of the structure and practice of the Australian sport industry. The course is directed to employment in sporting club, state and national sporting bodies, leisure centre, sport stadium and major events facilities, community service organizations, and sport management consultancies. The course aims to provide students with the necessary skills to work in the event sector in addition to developing a sound business education.

**ADMISSION REQUIREMENTS**
To qualify for admission to the course applicants must have successfully completed the Victoria Certificate of Education (VCE) with a pass in Unit 3&4 English with a study score 20. Applicants who do not meet these criteria may be eligible to apply under the Alternative Category.
COURSE DURATION
The course is offered over four years on a full-time basis or part-time equivalent.

COURSE STRUCTURE
Year 1
Semester One
HPS1111 Sport History and Culture
BMO1102 Management and Organisation Behaviour
HPS1116 Sport Administration Foundations 1
BHO1171 Introduction to Marketing
Semester Two
BAO1101 Accounting for Decision Making
HPS1218 Sport Administration Foundations 2
BHO1172 Introduction to Marketing
Year 2
Semester One
BLO1105 Business Law
HPS7045 Sport and the Media
BEO1103 Microeconomic Principles
BEO1106 Business Statistics
Semester Two
HPS2111 Sport Sponsorship
HPS1117 Sport Politics and Society
BHO3494 Meetings, Conventions and Events
HPS7058 Sport Industry Development Program
Year 3
Semester One
Sport Elective 1
HPS3112 Sport Venue and Stadium Administration
BHO3473 Human Relations
BMO3422 Strategic Management
Semester Two
Sport Elective 2
BHO2254 Tourism & Hospitality Marketing
BEO1104 Macroeconomic Principles
HPS3113 Ethics and Social Policy in Sport
Year 4
Semester One
BMO3421 Managing the Service Organisation
BHO2250 Advertising and Public Relations
BMO3405 Live Performance Management
HPS3111 Sport Event Administration
Semester Two
HPS7057 Sport Industry Research Project
BMO2354 Conferences & Meetings Management
HPS3213 Sport Career Development 2
CAREER OPPORTUNITIES
Students will attain the skills necessary for employment in sporting clubs, state and national sporting bodies, leisure centres, sport stadium and major event facilities.

BACHELOR OF ARTS (INTERNATIONAL STUDIES)/BACHELOR OF BUSINESS (INTERNATIONAL TRADE)
Course Code: ABBI
Campus: Footscray Park/St Albans

COURSE DESCRIPTION
This combined degree program, is managed by the School of Social Sciences in the Faculty of Arts, Education and Human Development. The B.A. (International Studies ) maintains the opportunity for students to tailor their degree to an Asian focus, while introducing the opportunity to study a European language and a broader raft of majors with an international focus. In addition Australia is strategically located in the Asian region and our economic future is to a large extent dependent on how well we utilise the trade opportunities which exist. The importance of trade to Australia’s economic future and the need to improve our level of Asian consciousness is reflected in this multi disciplinary study of the history, development, political systems and cultural context of the countries of the south east Asian region with an opportunity to study one of four Asian languages; Mandarin (Chinese), Japanese or Vietnamese.

Graduates seeking positions in companies or government agencies which are involved in trade, economic or cultural relations with countries in the Asian region, will have both a good knowledge of the technical aspects of trade and a strong understanding of the cultural, political and historical development of the countries of the Asian region. This combined degree will give students a good grounding in both these aspects and considerably improve their attractiveness to potential employers in either the private or public sectors.

COURSE OBJECTIVES
The aims of the course are to provide graduates with:
- a comprehensive overview of the theories, principles and practice of international trade and the relevant techniques and research skills;
- a strong understanding of the history, economic development, cultural traditions, political systems and social traditions in a number of countries in the Asian region;
- a solid grasp of an Asian language; and
- a broad education not normally associated with a single undergraduate degree.

COURSE DURATION
Four years full-time or part-time equivalent.

COURSE REQUIREMENTS
The course is offered over four years on a full-time basis or part-time equivalent. All undergraduate degree subjects 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. Complete a sequence of 8 units of study to pursue an Arts Major in a Language or another International Studies major, plus a further 6 units of study in a Language or another International studies major for the Arts Strand.

COURSE STRUCTURE
Year 1
Semester One
Arts Major, Unit 1
AXF1001 Knowing and Knowledge A
BAO1101 Accounting for Decision Making
BEO1104 Microeconomic Principles
BEO1106 Business Statistics
Semester Two
Arts Major, Unit 2
Arts Strand, Unit 1
BAO1101 Accounting for Decision Making
BEO1104 Microeconomic Principles
BEO1106 Business Statistics
Year 2
Semester One
Arts Major Unit 3
Arts Strand, Unit 2
BAO1101 Accounting for Decision Making
Semester Two
Arts Major, Unit 4
Arts Strand, Unit 3
BEO1252 International Business Context
BEO2254 Statistics for Business and Marketing

Year 3
Semester One
Arts Major, Unit 5
Arts Strand, Unit 4
BMO1102 Management & Organisation Behaviour
BEO3368 International Economic Theory

Semester Two
Arts Major, Unit 6
Arts Strand, Unit 5
BHO1171 Introduction to Marketing
BEO3417 Finance of International Trade

Year 4
Semester One
Arts Major, Unit 7
Arts Strand, Unit 6
BHO3373 International Marketing
BEO3430 International Economic Analysis

Semester Two
Arts Major, Unit 8
Arts elective
BEO3432 Strategic International Trade Operations
BEO3500 Applied Economic Research Project

CAREER PROSPECTS
Excellent career prospects exist for graduates to assume managerial and executive positions with companies and business organisations who wish to promote their interests in Asia. Typical employers come from a broad band of industry sectors including trading (export/import companies, commodity traders, multinational enterprises) and the service sectors. Career paths may include international trade negotiations, export development, international operations management, international marketing and export/import administration.

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.

BACHELOR OF ARTS (PSYCHOLOGY)/BACHELOR OF BUSINESS (HUMAN RESOURCE MANAGEMENT)
Course Code: ABPM
Campus: Footscray Park

COURSE DESCRIPTION
The changing nature of the workforce and demands on managers requires that they have a broader view and understanding of their roles. This has led to a demand for well trained managers with a range of skills who can manage high quality and appropriate staff, programs, training, and services to a cross-section of users.
The Bachelor of Arts (Psychology)/Bachelor of Business (Human Resource Management) may be studied full-time or part-time. Minimum completion time is four years full-time. Students are required to complete a total of 32 semester-length subjects. From the Bachelor of Arts degree, students must complete a major in Psychology plus one Arts major (i.e. six sequential subjects) and one Arts elective. From the Business degree, students must complete seven compulsory core business subjects, six specialisation subjects in human resource management, three management support subjects and one specified Business elective.

COURSE OBJECTIVES
The combined Bachelor of Arts (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
Four years full-time or part-time equivalent.

COURSE REQUIREMENTS
To be awarded the Bachelor of Arts (Psychology)/Bachelor of Business (Human Resource Management), students must have completed a total of 384 credit points. Each subject 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.

COURSE STRUCTURE
Year 1
Semester One
APP1012 Psychology 1A
Arts Elective 1
BEI1103 Microeconomic Principles
BMO1102 Management & Organisation Behaviour

Semester Two
APP1013 Psychology 1B
Arts Elective
BCO1102 Information Systems for Business
BMO3220 Human Resource Management

Year 2
Semester One
APP2013 Psychology 2A
APP2031 Business Communication Development Issues in Psychology
BEI1106 Business Statistics
BEI1104 Macroeconomic Principles

Semester Two
APP2014 Psychology 2B
Psychology 3 Elective 1
BLO1101 Business Law Accounting for Decision Making
BLO1105 Business Law

Year 3
Semester One
APP3035 Research Methods in Psychology
Arts Elective 3
BLO2207 Employment Law
BMO3476 Training and Development
APP3037 Clinical Aspects of Psychology
Arts Elective 4
BMO3420 Human Resources Information Systems
BMO1192 Business Communications

Year 4
Semester One
APP3036 History and Theories in Psychology
Arts Elective 5
BHO1171 Introduction to Marketing
majors, consisting of eight units each except for Psychology and Science is designed to provide the student with a choice of two Arts subjects available in the Communications major in the BA as Communications for Science or the range of communication development skills. The combined degree involves many boundaries.

COURSE OBJECTIVE
There is a growing need for scientists to have broader skills and knowledge in the context of globalization and work environments with international dimensions demanding cultural sensitivity, languages other than English, cross-cultural communication, multimedia, and, in the case of environmental scientists, community development skills. The combined degree involves many opportunities for enhancing professional communication skills, both in the sense of the communication tasks involved in each major, and in the possibility of undertaking specialist communication units, such as Communications for Science or the range of communication subjects available in the Communications major in the BA (Multimedia) and the BA (Public Relations).

COURSE DURATION
The course is offered over four years on a full-time basis or part time equivalent.

SUBJECTS OFFERED
This double degree structure of the Bachelor of Arts/Bachelor of Science is designed to provide the student with a choice of two Arts majors, consisting of eight units each except for Psychology and Multimedia which are 8 unit Social Research Methods major is 6 units commencing in year 2. The majors currently offered at St Albans campus include: Communication Studies; Community Development; Gender Studies; Literary Studies; Media Studies; Multimedia; Organisational Studies; Professional Writing; Psychology; Psychosocial Studies; Social Research Methods; Sociology; Sociology of the Global South; Policy Studies; and Spanish and Spanish Studies. The majors currently offered at Footscray Park include: Advanced English for Speakers of Languages other than English; Asian Studies; Chinese; Communication Studies; Cultural Studies; History of the Present; History; Japanese; Literary Studies; Multimedia; Political Science; Social Research Methods; International Communication and Culture; Psychology; Sociology; and Spanish and Spanish Studies and Vietnamese.

As well as completing the 8 core science units in years 1 and 2, students are required to undertake science electives chosen from any of the following streams: Ecology and Natural Resource Management; Ecology and Community Development; Ecology and Tourism/Business; and, Ecology and Human Bioscience.

COURSE STRUCTURE
For a normal full time load:

Year 1
Semester One
RBF1310 Biology 1
RBF1150 Global Environmental Issues
ACM1005 or APP1012 or Other Arts Major 1
ACM1004 or General Arts elective
Semester Two
RBF1320 Biology 2
RBF1160 Australian Landscapes and Biota
ACM1006 or AAP1013 or Other Arts Major 2
ACM1003 or General Arts Elective

Year 2
Semester One
RBF2610 Fundamentals of Ecology
RBF2640 Australian Animals
ACM2003 or APP2013 or Other Arts Major 3
Arts General Elective
Semester Two
RBF2630 Community and Environment
RBF2640 Australian Animals
ACM2008 or APP2014 or Another Arts Major 4
Arts General Elective

Year 3
Semester One
RMA1120 Maths 2 or Science elective
RSCS3411 Environmental Legislation or Science elective
ACM3003 or APP2031 or Other Arts Major 5
Arts General Elective
Semester Two
Science elective
RMA1120 Maths 1 or Science elective
Psych 3 elective or Arts General elective
ACM2007 or Psych 3 elective or Other Arts Major 6

Year 4
Semester One
Two Science Electives
APP3036 or Arts General Elective
ACM3005 or APP3035 or Other Arts Major 7
Semester Two
Two Science Electives
APP3023 Capstone Unit
ACM3004 or APP3037 or Other Arts Major 8
CAREER PROSPECTS
This course prepares students to become professional scientists in industrial and government employment. Graduates will be qualified to work in applied ecology and environmental management, and the business, educational and environmental engineering and social professions.

ADMISSION REQUIREMENTS
Units 3 and 4 – a study score of at least 20 in English (any) and a study score of at least 20 in science (any).

BACHELOR OF ARTS/
DIPLOMA OF LIBERAL ARTS
Course Code: ABXL
Campus: Footscray Park

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

COURSE OBJECTIVES
The course aims to provide students with:

• a grounding in one or more academic disciplines, which in addition to their interdisciplinary training, provides a basis for further studies towards professional qualifications in such fields as teaching, librarianship, community or social work, or further academic studies towards a higher degree;

• a critical understanding of the concept of culture and the insights it provides into the similarities and differences amongst human beings, their behaviour and communication with each other, and the meanings they attach to their collective lives;

• knowledge and understanding of Australian society and culture, both historical and contemporary; an appreciation of the structure of Australian society, the differences among the various groups of which it is constituted, and the issues of equity which it presents;

• experience with firsthand 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
Four years full-time or part-time equivalent.

COURSE REQUIREMENTS
To be awarded the Bachelor of Arts/Diploma of Liberal Arts students must have completed a total of 384 credit points. Normally, full-time students would complete an average of 48 credit points per semester

COURSE STRUCTURE
Year 1
BACHELOR OF ARTS SUBJECTS
AXF1001 Knowing and Knowledge A
AXF1002 Knowing and Knowledge B
DIPLOMA OF LIBERAL ARTS SUBJECTS
Learning to Learn
Inquiry and Presentation
Public Life: Past and Present
Economy and Society
Nature and its Human Transformations or Text and Culture
Operate a computer

Keyboard skills
Produce MS Word docs
Business documents

Year 2
BACHELOR OF ARTS SUBJECTS
Arts Major Unit of Study 1
Arts Major 2 Unit of Study 2

DIPLOMA OF LIBERAL ARTS SUBJECTS
Tradition and Modernity
Research Project
History & Sociology of Human Relationships or Urban Studies
Urban Studies
Theories of Human Personality or Text and Culture

Year 3 [All BA subjects]
Semester One
Arts Major Unit of Study 3
Arts Major Unit of Study 4
Arts Strand Unit 1
Arts elective 1

Semester Two
Arts Major Unit of Study 5
Arts Major Unit of Study 6
Arts Strand Unit 2
Arts elective 2

Year 4 [All BA subjects]
Semester One
Arts Major Unit of Study 7
Arts Strand Unit 3
Arts Strand Unit 4
AXF 3001 Professional & Career Development (Capstone Task) or
Arts Major Unit of Study 8 if Major is Psychology

Semester Two
Arts Major Unit of Study 8 (Major Unit 9 if Psychology)
Arts Strand Unit 5
Arts Strand Unit 6
Arts elective 4 or Arts Major Unit of Study 10 if major is Psychology

*Students undertaking Psychological Issues in the Workplace (a unit of study with the Psychology major) complete the Capstone Task within that unit of study and are not required to undertake AXF3001 Professional and Career Development

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.

BACHELOR OF BUSINESS (ELECTRONIC COMMERCE)/BACHELOR OF ARTS (MULTIMEDIA)
Course Code: BBMU
Campus: Footscray Park

COURSE OBJECTIVES
The course aims to provide knowledge, skills and competencies in areas which are essential for the education and training of online designers and developers together with essential business and communication competencies.

COURSE DURATION
The course is offered over four years on a full-time basis or over eight years on a part-time basis. A year of Co-operative Education is optional and if chosen, the course would take five years full-time or part-time equivalent.
COURSE REQUIREMENTS
To be awarded the Bachelor of Business (Electronic Commerce/Bachelor of Arts (Multimedia), students must have completed a total of 384 credit points. Each subject in this course is worth 12 credit points. There are 32 subjects in total. Normally, full-time students would complete an average of 48 credit points per semester.

COURSE STRUCTURE
For a normal full-time load:

Year 1
Semester One
BCO1102 Information Systems for Business
BHO1171 Introduction to Marketing
ACM1001 Multimedia 1A Introduction to Web Development
ACM1004 Design for Multimedia
Semester Two
BCO1147 Introduction to Programming Concepts
BMO1102 Management and Organisation Behaviour
ACM1002 Multimedia 1B Digital Sound and Video
ACM1003 Animation for Multimedia

Year 2
Semester One
BCO1103 Web Enabled Business Systems
BEO1103 Microeconomic Principles
ACC1047 Culture and Communication
Semester Two
BCO2149 Database Systems
BEO1104 Macroeconomic Principles
ACC1048 Media, Culture and Society

Year 3
Semester One
BCO2501 Electronic Commerce Business Interfaces
BLO1105 Business Law
Communication Studies 2nd Year Subject
Semester Two
BCO2500 Electronic Commerce Technologies
BEO1106 Business Statistics
Communication Studies 2nd Year Subject

Year 4
Semester One
BAO1101 Accounting for Decision Making
BCO2502 Developing Electronic Commerce Systems
Communication Studies 3rd Year Subject
Arts Elective or ACP2070 Editing Principles and Practice
Semester Two
BCO3150 Systems Implementation
BCO3149 Computer Project
Communication Studies 3rd Year Subject
Arts Elective or ACP2079 Publishing Principles and Practice

Core Business Units of study
BAO1101 Accounting for Decision Making
BCO1102 Information Systems for Business
BED1103 Microeconomic Principles
BED1104 Macroeconomic Principles
BED1106 Business Statistics
BHO1171 Introduction to Marketing
BLO1105 Business Law
BMO1102 Management & Organisation Behaviour

Specialisation Units of study – Electronic Commerce
BCO2149 Database Systems
BCO2500 Electronic Commerce Technologies
BCO2501 Electronic Commerce Business Interfaces
BCO2502 Developing Electronic Commerce Systems
BCO3343 The Information Professional
BCO3120 Systems Implementation

Business Support Units of study
BCO1147 Introduction to Programming Concepts
BCO3149 Computer Project

Specialisation Units of study – Multimedia
ACM1004 Design for Multimedia
ACM1005 Introduction to Web Development
ACM1003 Animation for Multimedia
ACM1006 Digital Sound and Video
ACM2003 Interactive Programming
ACC1047 Culture and Communication
ACM2008 Dynamic Web Development
ACC1048 Media, Culture and Society
ACM3003 DVD and Script Development
ACM3005 Industry and Employment Context
(includes Capstone task)

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.

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 5.5.

BACHELOR OF BUSINESS (MARKETING)/BACHELOR OF PSYCHOLOGY
Course Code: BBKP
Campus Footscray Park

COURSE DESCRIPTION
This joint degree course provides students with the opportunity to combine core business subjects and a marketing specialisation with an Australian Psychological Society (APS) accredited degree in Psychology. Students will also undertake a further six Arts subjects of their choice which provides an opportunity to develop additional specialisations. The course will equip students with an integrated knowledge of human behaviour and marketing principles.

COURSE OBJECTIVES
The primary aim of the course is to provide students with a sound platform of learning in the principles and practice of marketing and psychology. It will improve learning by providing a fundamental framework for the application of marketing and psychology concepts and ideas and their co-integration, which will ensure that students are capable of engaging successfully in combined areas of marketing and psychology in a commercial environment.

COURSE DURATION
Four years full-time or part-time equivalent.

COURSE REQUIREMENTS
Students must successfully complete a total of 384 credit points, 192 in Business subjects and 192 in Psychology/Arts subjects. The completion of core business subjects, a marketing specialisation and a psychology major is required.

Core Business Units of study
BAO1101 Accounting for Decision Making
BCO1102 Information Systems for Business
BACHELOR OF BUSINESS (TOURISM MANAGEMENT)/BACHELOR OF ARTS (ASIAN STUDIES)

Course Code: BBTA
Campus: Footscray Park

COURSE DESCRIPTION
The course combines the key components of the undergraduate degree courses in Asian Studies and Tourism Management to provide students with a sound education in the principles and practice of tourism with a strong emphasis on the economic, social, cultural and political context of the Asian region.

COURSE OBJECTIVES
The aim of the course is to provide graduates with:

- sound business management education with particular emphasis on management of tourism projects and enterprises and a strong grounding in the relevant business management techniques and research skills;
- strong understanding of the history, economic development, cultural traditions, political systems and social traditions which apply to the countries of the Asia region;
- solid grasp of an Asian language;
- broad education not normally associated with a single undergraduate degree.

COURSE DURATION
Four years full-time or part-time equivalent

COURSE REQUIREMENTS
To be awarded the Bachelor of Business (Tourism Management)/Bachelor of Arts (Asian Studies), students must have completed a total of 384 credit points. Each subject in this course is worth 12 credit points. There are 32 subjects in total. Normally students would complete an average of 48 credit points each semester from the following subjects:

COURSE STRUCTURE

Core Business Units of study
- BAO1101 Accounting for Decision Making
- BCO1102 Information Systems for Business
- BEO1103 Microeconomic Principles
- BEO1104 Macroeconomic Principles
- BEO1106 Business Statistics
- BLO1105 Business Law
- BMO1102 Management & Organisation Behaviour

Specialisation Units of study – International Tourism
- BHO1190 Introduction to Tourism
- BHO1192 Travel Industry Management
- BHO2255 Enterprise Management
- BHO3500 Hospitality and Tourism Industry Project
- BHO3437 Destination Planning and Development
- BHO3438 Tourism in the Asia-Pacific Region

Business Support Units of study
- BHO2256 Tourism, Hospitality and Event Marketing
- BHO3473 Human Relations

Arts Units of study: Fourteen units of study from the Faculty of Arts, Education and Human Development including an Asian Studies major and an Asian Language major, selected by the student with the approval of the Course Co-ordinator;

Electives Two other units of study approved by either the Faculty of Arts, education and Human Development or the Faculty of Business and Law.

Bachelor of Arts (Asian Studies)
6 subjects in Asian Studies
6 subjects in an Asian Language (Asian Language major)
- AXF1001 Knowing and Knowledge A
- 1 Arts elective

CAREER PROSPECTS
Government tourism bodies and tour operators dealing with the Asian market require people with a tourism background and with Asian language skills as well as an understanding of Asian cultures.
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.

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 5.5.

BACHELOR OF ENGINEERING/BACHELOR OF ARTS
Course Code: EBEA
Campus: Footscray Park

COURSE DESCRIPTION
The double degree structure of the Bachelor of Engineering/Bachelor of Arts integrates education, training and research. With the increasing globalisation of industry, Australia’s close proximity to Asia and the increasing reliance on technology and in particular multimedia, there is need for professionally qualified engineers to be offered the opportunity to be exposed to international studies and develop more skills in the field of multimedia communications. The course will give students access to a broad curriculum and to a program, which transcends disciplinary boundaries.

COURSE OBJECTIVES
The combined Bachelor of Engineering/Bachelor of Arts course will prepare professionally trained engineers to have a broader outlook than just the purely technical skills of the engineering program; enhance their professional engineering skills with LOTE and cultural studies; and produce graduates capable of performing their professional functions in culturally diverse settings.

COURSE DURATION
The course is offered over 5 years on a full-time basis or part time equivalent.

COURSE STRUCTURE
Year 1
Four subjects from two selected Arts majors
EPP1001 Physics 1.1
RMA1201 Mathematics 1AP
EES1001 Programming 1
EPP1002 Physics 1.2
RMA1202 Mathematics 1AQ
EES1002 Programming 2

Year 2
Four subjects from two selected Arts majors
EEL1001 Circuit Theory & Applications 1
RMA2201 Mathematics B
EES2001 Programming with Objects 2.1
EEH1001 Digital Electronics
EEL1002 Circuit Theory & Applications 2
RMA2321 Mathematics 2Q

Year 3
Four subjects from two selected Arts majors
EEE2011 Electronics 2.1
EEH2011 Digital Systems 2.1
EEL2001 Linear Systems & Applications 1
EED2012 Design 2.2
EEE2012 Electronics 2.2
EEH2012 Digital Systems 2.2

Year 4
Two subjects from two selected Arts majors
EET2011 Communication Systems 2.1
EEA3001 Control Systems 3.1
ECC3001 Software Systems 3.1
EED3600 Design 3.0
EE2002 Linear Systems & Applications 2
EEA3002 Control Systems 3.2
EE2002 Energy Conversion 2.2
EED3600 Design 3.0

Year 5
EEE3001 Electronic Circuits 3.1
EEH3201 Computer & Digital Design 3.1
EED4000 Design & Project Management 4.0
EEA4001 Computer Control 4.1
EEE3002 Electronic Circuits 3.2
EEH3202 Computer & Digital Design 3.2
EED4000 Design & Project Management 4.0
EEA4002 Computer Control 4.2

CAREER PROSPECTS
This course prepares students to become professional engineers in industrial and government employment.

ADMISSION REQUIREMENTS
As in the case of the existing approved BA and B.Eng, degrees, but with the additional requirement that students must meet the entry requirements of both courses and must have an Enter score (or equivalent) at least three Enter points above the minimum enter for either degree taken on its own.

BACHELOR OF LAWS/BACHELOR OF ARTS
Course Code: BLAA
Campus: Footscray Park

COURSE DESCRIPTION
This course combines professional law education with a general BA degree. The course will equip graduates to practice law and will meet the requirements for legal practice in Victoria. However graduates of the course will also have the opportunity to significantly broaden their education by studying two humanities and social science disciplines in considerable depth.

COURSE OBJECTIVES
The course objectives are to:
- produce academically well rounded graduates who have the professional and academic skills required to work in the legal profession or to undertake legal work in other sectors and to do this within the context of an excellent understanding of the broad social and community context within which they are working;
- provide students with a range of skills, problem solving, high level conceptual analysis, verbal and written communication, advocacy, ethical judgement, legal research and writing, interviewing and negotiation, and interpersonal skills;
- complement specialist education in law and accounting with a detailed understanding of at least two discipline areas in the humanities and/or social sciences;
- provide graduates with the skills, competencies and other educational attributes listed within the context of a dynamic higher education environment that aims to fit all graduates with a high level of life skills;
- satisfy the academic requirements for admission to legal practice in Victoria.
COURSE DURATION
The course is offered over five years on a full-time basis, or part-time equivalent. All undergraduate degree subjects carry a value of 12 credit points. Each student must obtain 480 credit points through academic study to graduate.

COURSE STRUCTURE
Compulsory Law Units of study
- BLB2122 Advocacy and Communication
- BLB1113 Australian Administrative Law
- BLB1101 Australian Legal System in Context
- BLB1118 Constitutional Law
- BLB1102 Contracts 1
- BLB1117 Contracts 2
- BLB2129 Corporations Law 1
- BLB2124 Corporations Law 2
- BLB3128 Criminal Law
- BLB3127 Dispute Resolution and Civil Procedure
- BLB4136 Equity and Trusts
- BLB4139 Evidence
- BLB2126 Federal Constitutional Law
- BLB3130 Interviewing and Negotiating Skills
- BLB3131 Lawyers and Legal Ethics
- BLB1114 Legal Research Methods
- BLB2121 Legal Theory
- BLB2120 Legal Writing and Drafting
- BLB2125 Real Property Law
- BLB1115 Torts

Law Electives
Five units of study selected from the following:
- BLB4144 European Union Law
- BLB3136 Family Law in Society
- BLB4145 Human Rights Law
- BLB3129 Intellectual Property Law
- BLB4141 International Trade Law
- BLB4140 Privacy & Media Law
- BBB3200 Professional Legal Practice
- BLB4143 Public International Law
- BLB3132 Securities Law
- BLB3134 Taxation Law
- BLB1125 Torts 2
- BLB2123 Trade Practices Law and Policy;
- BLB4146 Wills and the Administration of Estates
- BLB4142 Advanced Legal Research Dissertation
- BLB4137 Asian Legal Systems
- BLB4135 Australian Employment Law
- BLB3133 Comparative Commercial Law
- BLB4138 Conflict of Laws
- BLB3138 Criminal Law 2

Arts Specialisation
Seven Arts Major units of study
- Arts major units of study 8 or if major is Psychology units of study 9
- Six Arts strand units of study

Electives
- Business or Arts elective or if major is Psychology unit of study 10,
- Arts elective or if major is Psychology unit of study 8.

ADMISSION REQUIREMENTS
Satisfactory completion of Year 12 equivalent or 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.

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 5.5.

BACHELOR OF SCIENCE/
BACHELOR OF PSYCHOLOGY
Course Code: SBSP
Campus: St Albans

COURSE OBJECTIVE
The overall objective of the combined Bachelor of Science/Bachelor of Psychology is to provide graduates with an excellent knowledge of human physiological and psychological function together with highly developed skills in critical analysis, social research methods and communication. The psychology units in this degree comprise an approved sequence for registration with the Australian Psychological Society for entry into a fourth year program. Students will be equipped to enter careers in counselling, health promotion, laboratory science or as crime scene officers. With further study, students will be equipped for employment as clinical psychologists or medical research scientists.

COURSE DURATION
The course is offered over four years on a full-time basis or part time equivalent.

COURSE STRUCTURE
Psychology/Biomedical Sciences
Year 1
Semester One
- RBM1518 Human Physiology 1
- RBM1514 Functional Anatomy 1 (Head and Neck)
- APP1012 Psychology 1A
- AXF1001 Knowing and Knowledge or Arts elective

Semester Two
- RBM1528 Human Physiology 2
- RBM1524 Functional Anatomy 2 (Thorax and Trunk)
- APP1013 Psychology 1B
- AXF1002 Knowing and Knowledge B or Arts elective

Year 2
Semester One
- RBM1528 Pathophysiology 1
- RCS1110 Chemistry for Biological Sciences A*
- APP2013 Psychology 2A
- APP2031 Development Issues in Psychology

Semester Two
- RBM2540 Pathophysiology 2
- RCS1120 Chemistry for Biological Sciences B*
- APP2014 Psychology 2B

*Alternative Biomedical Sciences units below may be substituted for Chemistry for Biological Sciences A and B subject to approval of from the course co-ordinator.

Year 3
Semester One
- RBM2530 Pathophysiology 1
- RBM1580 Functional Anatomy 3
- RBM2360 Medical Microbiology
- RBM2610 Biomedical Sciences and Society
- RBM2330 Cell Biology
- RBM2580 Advanced Functional Anatomy
- RBM3610 Bioscience, Ethics and Values
- Other electives as available – can include first year units

Year 4
Semester One
- RBM2260 Diet and Nutrition
- RBM2560 Medical Biochemistry OR
- RBM2360 Medical Microbiology OR
- APP3035 Research Methods in Psychology OR
- APS 2030 Qualitative Research Methods
Semester Two
RBM2800  Cardio respiratory and Renal Physiology
RBM3610  Biomedical science, ethics and values OR
RBM2330  Cell Biology
APP3037  Clinical issues in Psychology (Psychology elective)

Year 4
Semester One
APP3036  History and theories of Psychology
APP3023  Psychological issues in the Workplace (Capstone)
Plus TWO Third Year Biomedical Sciences units
Semester Two
RBM3910  Biomedical Sciences Project
Third year Biomedical Sciences unit
Plus two Psychology electives

Third Year Biomedical Science units
RBM3264  Advanced Nerve & Muscle Physiology
RBM3550  Growth and Early Development
RBM3590  Advanced Experimental Techniques
RBM3720  Immunology
RBM3180  Wellness 1
RBM3540  Advanced Neurosciences
RBM3560  Growth Development and Ageing
RBM3660  Human Development and Clinical Genetics
RBM3800  Pharmacology
RBM3820  Wellness 2
RBM3650  Advanced Reproduction and Development
RBM3960  Frontiers in Nutrition

Arts electives include studies in Sociology, Communications & Professional Writing, Gender Studies, Asia-Pacific Studies and a number of languages.

Other biomedical science subjects may be chosen after consultation with and approval of the course co-ordinator.

Psychology Electives for fourth year:
APP3015  Counselling theory and practice
APP3016  Group Behaviour
APP3018  Organisations and work
APP3019  Psychobiology
APP3020  Psychoanalysis
APP3021  Psychology of adjustment
APP3025  Psychology of assessment

Arts: Elective units that can be substituted for Knowing and Knowledge in first year (These are all at St Albans Campus
ACC1047  Culture and Communication
ACC1048  Media, culture and society
ACL1001  Reading contemporary fiction
ACL1002  Studying poetry and poetics
ACP1053  Introduction to creative writing
ACP1054  Introduction to media writing
ACS1071  Spanish A: Basic Spanish 1
ACS1072  Spanish B: Basic Spanish 2
ACW1020  Sex and gender
ACW1021  Fashioning gender
ASS1012  Sociology 1A – Introduction to Australian society and cultures
ASS1013  Sociology 1B – Issues in Australian Society and Culture

Other options in Asian Studies, Asian Languages, and history are available at Footscray Park following consultation with your course co-ordinator.
INTERNATIONAL DEGREE PROGRAMS

BACHELOR OF MULTIMEDIA SYSTEMS
Course Code: ABCS
Campuses: Kuala Lumpur (1st & 2nd year) and Footscray/St Albans (3rd year)
This course is only available to international students who will complete the 1st two years of the Bachelor of Multimedia Systems at Sunway College, Malaysia followed by the third year onshore in Melbourne at Footscray Park/St Albans campuses of Victoria University.

COURSE OBJECTIVES
The aim of the Bachelor of Multimedia Systems is to provide students with a sound understanding of the principles and practice of developing multimedia products in the context of a good understanding of information technology software and systems. The course includes subjects at each year level that specifically focus on developing students’ competence in written, oral and electronic communication. All Multimedia subjects deal with message and information design to ensure effective communication in electronic formats (e.g. webpages, CD-ROMS). Genres covered across the course will include: reports, reviews, business forms (e.g. letters, memos), oral presentations using Powerpoint, instructional writing and technical English.

COURSE DURATION
Three years full-time or part-time equivalent.

COURSE REQUIREMENTS
To be awarded the Bachelor of Multimedia Systems, students must have successfully completed a total of 384 points.

ADMISSION REQUIREMENTS
Students must complete the Year 12 equivalent in Malaysia and produce evidence of proficiency in English at a level, which is required for an FFPOS in Australia, normally IELTS 6.0 or TOEFL of 550 and Test of Written English score of 5 or Malaysian Year 11 equivalent and successful completion of the Sunway College preparatory program. Students completing this course are already judged by Victoria University to have English at a level adequate to undertake university level studies.
HONOURS PROGRAMS

BACHELOR OF ARTS (HONOURS)
Course Code: AHFF
Campus: Footscray Park
Course Code: AHSS
Campus: St Albans

COURSE DESCRIPTION
The Honours year provides the opportunity to extend undergraduate degree work and attain a higher qualification. It will develop further your capacities for informed, conceptual thinking and your research skills. Its primary functions are: to provide the first stage towards a higher degree (i.e. a Masters or a Doctorate) by research; to give greater depth to your undergraduate studies; to gain a greater understanding of the contemporary theories and debates in the humanities and social sciences; to develop research skills; and to learn to analyse and write at a more abstract and theoretical level. There are many reasons why you might consider an honours year. One is to secure the academic platform from which you can then pursue a higher degree by research, either at Victoria University or elsewhere.

COURSE DURATION
One year full-time or part-time equivalent.

COURSE STRUCTURE
Honours units other than the thesis may be provided through class work or through directed studies. Students must complete a total of 96 credit points. The following units are specific to the Honours year. They are offered subject to demand at Footscray Park and/or St Albans.

Year 1
Semester One
AXH1012 Key Debates in the Humanities and Social Sciences
One or more units relevant to your discipline area
(this should be discussed with your supervisor or Departmental Honours co-ordinator.)
ASH4011 Sociology Honours or
AAX4003 History Honours 4 or
AAX4001 Asian Studies Honours 4 or
ACX4001 Humanities Honours
Semester Two
AXH1003 Honours Thesis (full-time)-1 semester or
AXH1004 Honours Thesis (part-time)-2 semesters

COURSE REQUIREMENTS
To qualify for the degree with honours, students must complete honours standard units to the value of 96 credit points, including coursework units to the value of 48 credit points and a thesis to the value of 48 credit points. Each student’s honours year program must be approved by the Faculty of Arts, Education and Human Development Honours Co-ordinator to ensure an appropriate balance of theoretical, methodological and disciplinary studies.

ADMISSION REQUIREMENTS
Normally, to be considered for entry into the Honours year, you 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 your two majors (or equivalent studies); and
• obtained results at the level of credit or above (or equivalent grades) in at least 60 per cent of the total number of undergraduate subjects attempted.

To apply for the Honours Year you must complete and submit a direct application form to Student Administration – Admissions (St Albans Campus) by October 31. This form is available from either a Faculty of Arts, Education and Human Development office or from Student Administration-Admissions (St Albans Campus). You should contact your School Honours Co-ordinator prior to application in order to discuss your research proposal and availability of supervision.

BACHELOR OF ARTS (HONOURS) COMPUTER MEDIATED ART AND MULTIMEDIA
Course Code: AHCM
Campus: St Albans

COURSE DESCRIPTION
The Bachelor of Arts (Honours) Computer Mediated Art and Multimedia will introduce students to recent theoretical debates relevant to their area of study; will instruct in appropriate research methodologies; and will allow students to complete a product-based, supervised, creative individual research project. The program will also provide an appropriate prerequisite for postgraduate study.

COURSE DURATION
One year full-time or part-time equivalent.

COURSE STRUCTURE
Semester One
AXH1012 Key Debates in the Humanities & Social Sciences (FP)
HFC4001 Individual Creative Project A
Semester Two
AFC4001 Special Study Research Project
HFC4002 Individual Creative Project B

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.

BACHELOR OF ARTS (HONOURS) PSYCHOLOGY
Course Code: AHPH
Campus: Footscray Park

COURSE DESCRIPTION
The Honours program provides a course of advanced study in Psychology at fourth year level which builds on knowledge developed in undergraduate Arts or Science courses.
COURSE OBJECTIVES
The Honours program aims to develop skills in critical analysis and independent research in Psychology and to prepare students for postgraduate research or professional careers. The course is designed to meet the Australian Psychological Society’s requirements for a fourth year course in Psychology.

COURSE DURATION
The duration of the course will be one year of full-time study or two years of part-time study.

COURSE STRUCTURE
Students must complete a total of 96 credit points. The course will consist of the following components:

Semester One
APH4010 Research Thesis
APH4020 Reading Seminar & Theoretical Essay A
APH4025 Research Methods in Context – Quantitative
or
APH4026 Research Methods in Context – Qualitative
plus one elective

Semester Two
APH4015 Extended Research Thesis
APH4065 Reading Seminar & Theoretical Essay B
APH4070 Professional Orientation (Casework)

Electives
APA4015 Community Psychology
APA4003 Organisational Psychology
APA4004 Psychology of Group Processes
APH4050 Current Issues A
APH4061 Principles & Practice of Cognitive Behaviour
APT5080 Cross Cultural Issues in Counselling
APT5005 Domestic Violence and Sexual Assault
APM6035 Psychology of Health
HNS5010 Theories of Addiction
HNS5020 Treatment of Substance Abuse
HNS5030 Health Promotion/Prevention

If a student would prefer to do an elective in Semester 2 then
APH4015 Extended Research Thesis and APH4010 Research Thesis could swap semesters. Other electives may be possible with the consent of the course co-ordinator.

This is a guide only and offerings on each campus may be subject to sufficient enrolments. The entire course may be completed at Footscray Park, although students may need to travel to the other campus to meet their research supervisor.

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 the Victoria University of Technology or Western Institute;
- the completion of an APS accredited major in psychology;
- a minimum of distinction level (70 per cent) performance in psychology at third year level.

Students who have completed their degree at a University or similar institution apart from the Victoria University of Technology or Western Institute 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.

BACHELOR OF MULTIMEDIA SYSTEMS (HONOURS)
Course Code: AHMS
Campus: Footscray Park

COURSE DESCRIPTION
The honours program teaches students advanced level theory, research and program production techniques for Multimedia.

COURSE OBJECTIVES
The honours year provides a means for Bachelor of Multimedia Systems students to spend a fourth year at VU Footscray Park extending their knowledge of Multimedia content and system development and theory and research methods relevant to the Multimedia field. The culmination of the year, is a major research project relevant to the field. This may involve submission of creative work and exegesis or a more traditional presentation in thesis format, depending on each student’s selected topic.

COURSE DURATION
Two semesters (1 year) full time.

COURSE STRUCTURE
Students must complete a total of 96 credit points.

Semester One
ACM4001 Theory and Research in Multimedia
Elective 1

Semester Two
ACM4002 Multimedia Research Project

ADMISSION REQUIREMENTS
To qualify for admission to the course an applicant must have successfully completed the Bachelor of Multimedia Systems degree.

BACHELOR OF PSYCHOLOGY (HONOURS)
Course Code: AHPP
Campus: Footscray Park

COURSE DESCRIPTION
The course is the same Honours program as the Bachelor of Arts (Honours) Psychology. Students who have completed the Bachelor of Psychology in their first three years of study enrol for the Bachelor of Psychology (Honours) when they enter the Honours program.

See the Bachelor of Arts (Honours) Psychology entry for details of the program.

BACHELOR OF SCIENCE (HONOURS) PSYCHOLOGY
Course Code: AHPY
Campus: Footscray Park

COURSE DESCRIPTION
The course is the same Honours program as the Bachelor of Arts (Honours) Psychology. Students who have completed the Bachelor of Science (Psychology) in their first three years of study enrol for the Bachelor of Science (Honours) Psychology when they enter the Honours program.

See the Bachelor of Arts (Honours) Psychology entry for details of the program.
UNDERGRADUATE MAJORS

ADVANCED ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

The major combines proficiency enhancement in English language and learning methods (first year), with applied and contextual studies in media and writing, with advanced studies in theories of language and culture.

The major will prepare students from a non-English-speaking background to take their place as professional graduates in the English-speaking world, or to deal from their home country with the English-speaking world in areas such as trade, education, and communications.

ENTRY REQUIREMENTS

The major 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.

The subjects in the Advanced English for Speakers of Other Languages major are:

Year 1
Semester One
ACA1005/ Communication for Academic Purposes A
ACA5007
Semester Two
ACA1006/ Communication for Academic Purposes B
ACA5008

Years 2 and 3
Semester One
ACA2006/ English in Spoken Interaction
ACA5016
ACA3004/ Aspects of Language: Structure and Use
ACA5005
ACC3041 Language and Society
Semester Two
ACA2006/ English as an International Language*
ACA5016
ACA2010/ English in the Australian Media
ACA5017
ACC3052 Communication and Cultural Diversity*

*If not counting this unit of study towards Communication Studies major

ASIAN STUDIES

The Asian Studies major can be taken as one of the two core majors for the Bachelor of Arts degree. It is compulsory for students enrolled in the Bachelor of Arts (International Studies)/Bachelor of Business (International Trade) and Bachelor of Business (Tourism Management)/Bachelor of Arts (Asian Studies) degree to complete this major. In addition there is a choice of language programs in Vietnamese, Chinese and Japanese, which can be taken in conjunction with the Asian Studies major, or with another major in the Faculty of Arts, Education and Human Development, or from another Faculty. It is highly recommended that students take an Asian language major with their Asian studies major.

The subjects in the Asian Studies major are:

Year 1
Semester One
AAP1007 Asia: Anthropological Issues
Semester Two
AAP1011 Australia in Asia*

Years 2 and 3
Semester One
AAA2014 Many Vietnams: War, Culture and Memory
AAA2007/ Gender and Sexuality: Asian Perspectives
AAA5015
AAA2008 Business Cultures in Asia
Semester Two
AAA2003/ Asian Cultures and Literatures
AAA5012
AAP2012/ Culture and Policies in Indonesia
AAA5018
AAA2011 Cultural History of Tibet
ASS2001 Sociology of the Global South: Issues in Contemporary Asia*

To complete Asian Studies major, students are required to complete eight units of study within this discipline, including AAA1007 and APP1011

CHINESE

The Chinese Language Studies program comprises ten subjects, catering for all kinds of students with or without any prior knowledge of the language, i.e. those who have never studied Chinese before, have learned a certain amount, have completed VCE Chinese, who are pure beginners or with a Chinese speaking background. It aims to develop students’ language and communication skills and enhance their socio-cultural awareness. Relevant socio-cultural components are integrated in all the language subjects although specific aspects are not given the focus as much as in the higher level subjects. Upon completion of a Chinese major, students should achieve a medium/advanced level of oral and written competence and a fair understanding of Chinese society and culture. They will also be equipped with language learning strategies and practical skills.

All the Chinese subjects on offer, at proficiency levels from elementary to the relatively advanced, can be taken as a three-year major or a two-year minor in Bachelor of Arts degrees, in combined Arts/Business degrees or in other degrees in which the study of a language can be part of the course structure. Besides, students can choose any of these Chinese subjects as electives, which can be credited towards a degree in any disciplinary area, and as single subjects for those who wish to study Chinese for a Graduate Diploma of Modern Languages, or as part of their fourth year Honours programs, and/or as part of their post-graduate studies.

Note:

1. Students with any amount of prior knowledge of the language should consult with the Chinese staff about their proficiency level before enrolling into an appropriate Chinese subject.

Students who have completed Chinese at Year 12 level or who are native speakers will not be credited with first year.

Students will rather commence their major at the next appropriate level.
2. While ACZ1001 to ACZ3002 are sequential, the four higher level subjects do not have this restriction.

3. A minimum of two of the four higher level subjects will normally be offered in each academic year.

A four-week Study Tour of China is organised in late November each year to provide in-country learning opportunities and first-hand experience for students. It is basically an intensive short course in Chinese language, society and culture, and can be credited towards a degree. The University can also assist individual students who wish to study Chinese overseas. Scholarships are available on a competitive basis.

To complete Chinese major, students are required to complete eight units of study, including ACZ3011 and ACZ3032. Entry level depends on prior knowledge of the language.

The subjects in the Chinese Language Studies course are:

**Year 1**
- Semester One
  - ACZ1001 Chinese 1A
  - ACZ1002 Chinese 1B
- Semester Two
  - ACZ2001 Chinese 2A
  - ACZ2002 Chinese 2B
  - ACZ3011 Chinese People and Beliefs
  - ACZ3031 Chinese Business
  - ACZ3001 Chinese 3A
  - ACZ3002 Chinese 3B

**Years 2 and 3**
- ACZ2001 International Study
- ACZ3032 Chinese Calligraphy
- ACX International Study

**COMMUNICATION STUDIES**

The Communication Studies major introduces students to a range of approaches to the study of human communication. It concentrates on developing an understanding of the use of spoken and written language and visual images in various contexts whilst concurrently assisting students to develop effective communication techniques and to apply these understandings to socially relevant situations (e.g. in the workplace, in the media, in the community). Through choice of units of study students may focus their major more towards either social communication (for careers in psychology, community/welfare work, training, etc.) or media communication (for careers in the media, public relations, teaching, etc.) Throughout the major there is a strong focus on communication issues of importance in contemporary Australian society, in interpersonal interactions, groups, organisations, and through the broadcast and print media and cinema. A range of communication research skills are integrated within the major.

Understanding of communication processes and skills in communication are highly valued attributes in our modern ‘information society’ across a broad range of professions. Graduates with this major may gain employment directly in the public or private sectors or move on to postgraduate studies in courses providing vocational specialisation in a range of areas, including training and development, information and media services, public relations, journalism, community development/social work, marketing, teaching, administration and human resources management.*

The subjects in the Communication Studies major are:

**Year 1**
- Semester One
  - ACC1047 Culture and Communication
- Semester Two
  - ACC1048 Media, Culture and Society

**Years 2 and 3**
- ACC3041 Language in Society
- ACC3045 Video Production
- ACC2054 Studies in Television
- ACC3047 Communicating in Organisations
- ACC3046 Communicating with Radio
- ACW3020 Imag(in)ing Genders
- ACX3002 Special Project
- ACC3057 Interpersonal and Group Communication
- ACC3053 Studies in Cinema
- ACC3055 Communication in the 21st Century
- ACC3052 Communication and Cultural Diversity
- ACA2006 English as an International Language
- ACP3049 Writing and Producing the Documentary
- ACC3056 Advanced Media Production

Students from other majors or courses wishing to undertake Communication Studies subjects and who lack the normal prerequisites, may be admitted at the discretion of the Communication Studies Co-ordinator.

**GENDER STUDIES**

The Gender Studies major focuses on issues of gender, sex and sexuality in multicultural Australia and its region. It includes cross-cultural perspectives from other societies.

The Gender Studies major aims to:

- provide students with skills in identifying and analysing the effects of gender in all aspects of society, but especially, in the workplace, social institutions and organisations, communication and media;
- equip students with the ability to identify and offer non-sexist alternatives to discriminatory practices;
- enable students to recognise and apply their understanding to the ways in which other social markers, such as cultural difference, intersect with gender.

All Gender Studies units of study are informed by current theoretical perspectives from this interdisciplinary field, both national and international.

Non-sexist and anti-discriminatory practices are now officially endorsed in Commonwealth and State organisations: their legal endorsement is also impacting increasingly on the private sector. Gender Studies graduates are well-prepared to work in advisory capacities on gender issues and policies in these workplaces. A strong focus on cross-cultural issues positions Gender Studies graduates to contribute to areas such as international development. Areas of women-centred employment also include women’s health centres, refuges, advisory and referral services and policy units.

Gender Studies places a strong emphasis on the development of a range of practical skills which can be transferred by graduates to different work situations. Throughout the course, skills of analysis, information retrieval, empirical research (including interviewing), as well as formal writing and oral skills are integrated into all subjects. There is also an emphasis on the development of self-directed learning and group work.
Not all subjects are available each year:

ACW1020  Sex and Gender
ACW1021  Fashioning Gender
ACW2033  Woman and International Development
ACW3025  Knowing Bodies
ACW3020  Imag[in]ing Genders
ACX3002  Special Project
ACW2021  Gender on the Agenda
ACW2022  Researching Gendered Lives
ACU2007  Love, Sexuality and Subjectivity
ACW3023  Gender Cross Culturally
ACW3024  Varieties of Feminist Thought
ACW3026  Gender and Education
ACW3027  Feminism of Difference

Students from other majors or courses wishing to take Gender Studies units of study, and who lack the normal prerequisites, may be admitted at the discretion of the Gender Studies Co-ordinator.

HISTORIES OF THE PRESENT

This major draws on an emerging area of scholarly inquiry within the fields of sociology, history, political science, philosophy, psychology, anthropology, education and urban studies: fields which may be thought of as the ‘human sciences’.

The major builds on introductory studies provided in first year units in a number of majors, and utilises subjects at second and third year level which share a common conceptual framework in ‘histories of the present’ and related concerns around the arena of governmentality.

The major develops a curiosity around the connections between the production of knowledge in the human sciences and the practice of government. Such work argues that the government of self and others requires an account of the object to be governed, the deployment of objectives, and the production of strategies of transformation. The human sciences, involved in the task of specifying and calculating the characteristics of persons, play a major role in the production of the ‘know-how’ that makes government possible.

To complete Histories of the Present major, students are required to complete two first year units of study and six additional units of study from within the discipline.

The subjects in the Histories of the Present major are:

**Year 1**
- **Semester One**  
  - ASS1001 Sociology 1A (Introduction to Sociology) or  
  - AAH1001 World History or  
  - APP1012 Psychology 1A
- **Semester Two**  
  - ASS1002 Sociology 1B (Managing Normality) or  
  - AAH1008 Australians at War or  
  - APP1013 Psychology 1B

**Year 2**
- **Semester One**  
  - AAH2013 History: The Rise and Fall of Apartheid
  - AAA2014 Making of the Modern Middle East
- **Semester Two**  
  - AAA2011 Cultural History of Tibet  
  - AAH2011 European History 1  
  - AAA2014 Making of the Modern Middle East

**Year 3**
- **Semester One**  
  - AAA2011 Cultural History of Tibet  
  - AAA2014 Making of the Modern Middle East  
  - AAH3012 American History 2

HISTORY

The History major offers studies in the modern history of Australia, Asia, Europe, South Africa and the United States. It is intended that students will not only develop specialised historical skills, but will come to appreciate the purposes of history and the contributions historians may make to an understanding of contemporary society.

The major provides a sound basis for those wishing to teach the subject and contributes to a good general education. All subjects, with the exception of World History, deal with the nineteenth or twentieth centuries.

To complete History major, students are required to complete two first year units of study and six additional units of study from within the discipline.

The subjects in the History major are:

**Year 1**
- **Semester One**  
  - AAH1001 World History
  - AAH1008 Australians at War
- **Semester Two**  
  - AAA2011 Cultural History of Tibet  
  - AAH3011 American History 1

**Year 2**
- **Semester One**  
  - AAA2011 Cultural History of Tibet  
  - AAA2014 Making of the Modern Middle East
- **Semester Two**  
  - AAA2011 Cultural History of Tibet  
  - AAA2014 Making of the Modern Middle East  
  - AAH3012 American History 2

INTERNATIONAL CULTURAL STUDIES

Having an understanding of culture and communication in different social contexts is critical to meaningful and successful intercultural interactions. This major provides an opportunity to investigate the meaning and practices of culture in different local, national and regional contexts and to consider how communication practices and processes, interpersonally and through texts and the media, reflect cultural values and systems, whilst simultaneously leading to evolution and change in these. It aims to equip students with a range of analytical and practical skills and understandings that will be valuable for them in working in different cultural contexts internationally.

**Year 1**
- **Semester One**  
  - ACC1047 Culture & Communication or  
  - ACL1001 Reading Contemporary Fiction  
  - ACW1020 Sex and Gender
- **Semester Two**  
  - ACC1048 Media, Culture & Society or  
  - ACL1002 Studying Poetry & Poetics  
  - ACW1021 Fashioning Gender

**Year 2/3**
- **Semester One**  
  - AAA2008 Business Cultures in Asia  
  - AAA2014 Many Vietnams; War, Culture and Memory  
  - ACL3007 Re-Presenting Empire; Literature & Post Colonialism  
  - ACS2005 Construction of Nationhood in Spain & Latin America
ACV3001 Vietnamese Culture and Society
ACW2033 Women and International Development
ACZ3011 Chinese People and Beliefs
ASS2009 Making Modern Identities
AXC2001 International Study

Semester Two
ACA2006 English as an International Language
ACC3052 Communication and Cultural Diversity
ACC3053 Studies in Cinema
ACJ2091 Japanese Cultural Society
ACL2006 Transnational Indigenous Literature: Aboriginal, North American and Maori Writing
AXC2001 International Study

JAPANESE

All students entering Japanese will be assessed by staff to determine the appropriate level in which they should enrol. Students who have completed Japanese at Year 12 level or who are native speakers will not be credited with first year. Students will enrol in the appropriate level after consulting with a lecturer.

Japanese is offered in two streams—the Arts stream (for Arts students) and the Business Stream (for Business and other students, including students enrolled in combined Business/Arts degrees). Both streams are the same. The Japanese major is mainly designed for Arts students and combined degree Arts and Business students as a three year major. Business students may complete a sub-major.

To complete Japanese major, students are required to complete eight units of study, including ACJ2004 and ACJ2091. Entry level depends on prior knowledge of the language.

The subjects in the Arts stream are:

**Level 1**
- ACJ1001 Introduction to Japanese
- ACJ1002 Japanese 2

**Level 2**
- ACJ2001 Japanese 3
- ACJ2002 Japanese 4
- AXC2001 International Study

**Level 3**
- ACJ2004 Japanese Conversation
- ACJ3001 Japanese 5
- ACJ3002 Japanese 6
- ACJ3003 Advanced Japanese 1
- ACJ3004 Advanced Japanese 2
- ACJ2091 Japanese Culture and Society
- AXC2001 International Study

The subjects in the Business stream are:

**Level 1**
- ACJ1001 Introduction to Japanese
- ACJ1002 Japanese 2

**Level 2**
- ACJ2001 Japanese 3
- ACJ2002 Japanese 4

**Level 3**
- ACJ3001 Japanese 5
- ACJ3002 Japanese 6
- ACJ3003 Advanced Japanese 1
- ACJ3004 Advanced Japanese 2
- ACJ3005 Advanced Japanese 3

LITERARY STUDIES

The Literary Studies major is available to students on the Footscray Park and St Albans campuses. After completing the first year at their home campus, students can choose units offered either at Footscray Park or St Albans. The general objectives of the major are to:

- provide a major in Literary Studies across the Bachelor of Arts courses offered by the Faculty of Arts, Education and Human Development and to students in other relevant courses (e.g. Bachelor of Education). The major incorporates both literature and cultural and literary theory and complements existing majors offered by the Faculty in the humanities (e.g. Cultural Studies, Communication Studies, Gender Studies, Professional Writing, Spanish, Italian, Asian Studies);
- develop skills in the reading, critical analysis and enjoyment of literary texts;
- introduce a wide variety of traditional Western and non-traditional non-Western literary texts and analyse the cultural concepts circulating in those texts;
- address issues surrounding the cultural production of literary texts.

To complete Literary Studies major, students are required to complete eight subjects, including ACL1001 and ACL1002.

The subjects in the Literary Studies major are:

**Year 1**
- ACL1001 Reading Contemporary Fiction
- ACL1002 Studying Poetry and Poetics

**Year 2/3**
- ACL3014 Writing Selves
- ACL2006 Transnational Indigenous Literatures: Aboriginal, Native North American and Maori Writing
- ACL2050 Children’s Texts
- ACP2064 Writing and Cultural Difference

MEDIA STUDIES

Modern media are playing an increasingly important role in our society, particularly as new communication technologies are introduced and delivery costs decrease. This major will enable students to undertake a sequence of units of study which focus on the analysis of media forms and practices in contemporary Australian society.

The subjects in the Media Studies major are:

**Year 1**
- ACC1047 Culture and Communication
- ACC1048 Media, Culture and Society

**Year 2/3**
- ACC3045 Video Production
- ACC3054 Studies in Television
- ACC3046 Communicating with Radio
- ACC3053 Studies in Cinema
- ACC3055 Communication in the 21st Century
- ACP3049 Writing and Producing the Documentary
- ACP2078 Performance Writing
- ACP3020 Imag(in)ing Genders
- ACP2078 Performance Writing
- ACP3020 Imag(in)ing Genders
- ACL2013 International Media: Industries and Issues
- ACP2096 Advanced Media Production
- ACL2013 International Media: Industries and Issues
- ACX3002 Special Project
MULTIMEDIA
The Multimedia major is only offered to those students who are enrolled in the Bachelor of Arts [Multimedia] degree or the combined BA Bachelor of Business [Information Systems] degree.

To complete the multimedia major, students are required to complete all ten units of study in this discipline.

Compulsory Subjects

Year 1
ACM1005 Introduction to Web Development
ACM1004 Design for Multimedia
ACM1006 Digital Sound and Video
ACM1003 Animation for Multimedia

Year 2
ACM2003 Interactive Programming
ACM2008 Dynamic Web Development
ACM2007 Innovation Techniques: Research & Application

Year 3
ACM3003 DVD& Script Development
ACM3005 Industry and Employment Context (Capstone Unit)
ACM3004 Graduating Project

ORGANISATIONAL STUDIES
The aim of the Organisational Studies major is to provide students with units of studies that may be useful in the workplace for entry level positions in areas like planning/strategy, policy development, human resources and training and management consulting. The major aims to develop a high level of knowledge and skills in organisational behaviour, communicating and writing.

To complete the Organisational Studies major, students are required to complete 8 units of study including two first year units.

The subjects in the Organisational Studies major are:

Year 1
Semester One
ACC1047 Culture and Communication or
ACP1053 Introduction to Creative Writing or
APP1012 Psychology 1A

Semester Two
ACC1048 Media, Culture and Society or
ACP1054 Introduction to Media Writing or
APP1013 Psychology 1B

Year 2/3
ACC3041 Language in Society
APS2040 Quantitative Social Research Methods
ASA2033 Management in non Government Organisations
ACP2069 Writing for the Web
ACP3051 Writing for Public Relations and Advertising
ACC3047 Communicating in Organisations
ACC3002 Special Project
ACC3057 Interpersonal, Group and Organisational Behaviour
ASC3095 Conflict Resolution in Groups and Communities
APP2024 Organisational Skills 2
APP1015 Organisational Skills 1
APS2030 Qualitative Social Research Methods

POLITICAL SCIENCE
The systematic study of Political Science is one of the oldest of the social sciences. It provides students with insights into the policies, personalities, institutions, and possibilities relating to the deployment of political power in society. In addition it enables students to come to grips with global political issues through the study of international politics and foreign policy.
Year 3
ACP3051 Writing for Public Relations and Advertising
ACC3046 Communicating with Radio
ACP3053 Advanced Fiction Writing
ACP3055 Professional Writing Project
ACP3049 Writing and Producing the Documentary
ACX3002 Special Project

Additional units of study at Year 2 and 3 level may be taken as electives.

Students from other majors or courses wishing to take Professional Writing units of study and who lack the normal prerequisites, may be admitted at the discretion of the Professional Writing discipline leader.

PSYCHOLOGY

The Psychology major 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 Psychologist’s Registration Board.

Graduates with this major may also move on to 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.

The Psychology major has been granted full accreditation by the Australian Psychological Society.

To complete Psychology major, students are required to complete ten units of study, including APP1012 and AAP1013. Part time students should complete APP2014 before undertaking Psychology electives or complete APP2014 and Psychology electives concurrently.

The subjects in the Psychology major are:

Year 1
APP1012 Psychology 1A
APP1013 Psychology 1B

Year 2
APP2013 Psychology 2A
APP2031 Developmental Issues in Psychology
APP2014 Psychology 2B
plus one elective

Year 3
APP3036 History and Theory of Psychology
APP3035 Research Methods in Psychology
APP3037 Clinical Aspects of Psychology
Plus One Elective

PSYCHOSOCIAL STUDIES

This major aims to combine a theoretical and applied approach to understanding human behaviour in a variety of situations. It provides the opportunity, for example, to consider implications of marginalisation, perhaps due to adverse family and social circumstances, old age, sex discrimination, disability and/or ethnocentric attitudes. It also provides the opportunity to pursue some introductory skills that may be of use in dealing with people requiring support.

This major will appeal to students interested in problem solving in human settings, who may wish to study aspects of developmental psychology (without the research methods/statistics component) and subjects that deal with selected issues in psychosocial studies (e.g. human services delivery, aged services, gender, aboriginality, conflict resolution, group dynamics and cross-cultural issues).

Students may study this major instead of the Psychology major, or, alternatively, students who wish to continue with a Psychology major accredited by the Australian Psychological Society may wish to supplement this with a Psychosocial Studies major.

This major is not an accredited Psychology major.

The subjects in the Psychosocial Studies major are:

Year 1
APP1012 Psychology 1A or ACW1020 Sex and Gender
APP1013 Sociology 1A (St Albans)
APP1013 Psychology 1B or ACW1021 Fashioning Gender
ASS1013 Sociology 1B (St Albans)

Year 2
Two 2nd year electives from the list below

Year 3
Four Psychology electives or two 3rd year electives from the list below

Electives Year 2/3
ACW2021 Gender on the Agenda
ACW2022 Researching Gendered Lives
ACW3022 Rethinking the Family
ACW3023 Gender Cross-Culturally
APT2330 Psychosocial Aspects of Health and Illness
ASB2010 Human Services 1
ASC3095 Conflict Resolution in Groups and Communities
ASS2040 Sociology 2C – Sociology of Power and the State

Year 3
ASB3010 Human Services 2A
ASS3031 Sociology 3C – Governing Civic Life: Citizen, Nation, Self
ASS3032 Sociology 3D – Formations of Power: Governing Cultural Identity in a ‘Post-Colonial’ World

Psychology Electives
APP3015 to APP3024

PUBLIC RELATIONS

The Public Relations major and Communication core major are only available to those students enrolled in the Bachelor of Communication (Public Relations) course.

The subjects in the Public Relations major are:

Year 1
ACY1001 Principles and Practices of Public Relations
ACY1002 Introduction to Media Writing

Year 2
ACY2001 Research Methods in Public Relations
ACY2003 Media Management in Public Relations

Year 3
ACY3001 Public Relations: Campaigns and Management
ACY3002 Public Relations Project and Placement

The subjects in the Communication Core are:

Year 1
ACC1047 Culture and Communication
ACC1048 Media, Culture and Society

Year 2
ACP3051 Writing for Public Relations and Advertising
ACC3057 Interpersonal Group and Organisational Communication

Year 3
ACC3047 Communication in Organisations
ACY3003 Marketing and Law for Public Relations
SOCIAL RESEARCH METHODS
The Social Research Methods major 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 major gives solid practical training in skills directly applicable in a wide variety of employment settings, e.g. 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 major provides valuable support to research projects in such diverse disciplines as sociology, health science, environmental management and organisational studies.

To complete Social Research Methods major, students are required to complete six units of study in the discipline, starting in the second year of degree.

The subjects in the Social Research Methods major are:

**Year 1**
None

**Year 2**
- APS2030 Qualitative Social Research Methods 1
- APS2040 Quantitative Social Research Methods 1

**Year 3**
- APS3020 Qualitative Social Research Methods 2
- APP3023 Psychological Issues in the Workplace (Capstone unit)
- APS3021 Quantitative Social Research Methods 2
- APS3040 Independent Research Project

SOCIOLGY

FOOTSCRAY PARK CAMPUS
The Sociology major is concerned with the systematic study of social structure and process in Australian society, their relation to economic and political structures, and the links between Australia and other societies in a world context. The major aims to develop not only substantive knowledge and theoretical understanding about society but also qualitative and quantitative skills in social research.

In those ways, and through the opportunities that the major offers for students to select specific units of study and combinations of units, the major provides a suitable grounding for a number of vocational fields. These fields include education, social welfare, community work, health policy and promotion, and social, urban and regional planning.

The broad range of topics covered in the major also provides an appropriate background for teaching social studies and related subjects, such as media studies, at secondary level.

To complete Sociology major, students are required to complete eight units of study from within this discipline.

The subjects offered in the Sociology major at the Footscray Park Campus are:

**Year 1**
- ASS1001 Sociology 1A (Introduction to Sociology)
- ASS1002 Sociology 1B (Managing Normality)

**Year 2/3**
- ASS2009 Making Modern Identities
- ASS3009 Sociology of Law
- ASS3036 Sociology: The Eco-Social Place, Policy and Politics
- ASS3037 Inquiring into the Social
- ASL3002 Law and Governance
- ASS2013 Sociology of the Body
- ASS2025 Transnational Social Movements

**SOCIOLOGY OF THE GLOBAL SOUTH**

ST ALBANS CAMPUS
Sociology of the Global South is a major examining the social, political and cultural dimensions of the societies that were formerly known as the ‘Third World’. It will focus on countries of Southeast Asia, the small island states of the South Pacific, and sub-Saharan Africa. It will use sociological perspectives to examine relations of class and gender, issues of globalisation and development and experiences of colonialism, decolonisation and independence. It will also investigate the significance of religion and patterns of belief and policy debates in the environmental, labour and human rights arenas.

To complete Sociology of the Global South major, students are required to complete eight units, including two first year units.

The subjects in the Sociology of the Global South major are:

**Year 1**
- ASS1005 Sociology of the Global South 1: Social & Cultural Changes in the South Pacific Islands
- ASS1013 Sociology 1B – Issues in Australian Society & Culture

**Year 2**
- ASS2001 Sociology of the Global South 2 Issues in Contemporary Asia

**Year 3**
- ASS3012 Sociology 3A – Colonisation, Decolonisation and Development
- ASS3013 Sociology 3B – International Social Policy

**Electives**

**Years 2/3**
- ASA2030 Regional and International Organisations and Policy
- ASA2033 Management in Non-government Organisations
- ASC3095 Conflict Resolution in Groups and Communities
- ASS2025 Transnational Social Movements
- ASS2027 Timor Leste: History, Politics and Society
- ASS3035 Environmental Politics and Policy
- ASS3036 Sociology 2/3E The Eco-Social Place, Policy & Politics
- AAH2013 The Rise and Fall of Apartheid
- ACW2033 Women and International Development

**Only a limited selection of these are offered each year**

Sociology on the St Albans Campus offers two major sequences: Sociology of the Global South and Policy Studies. These two majors share a common first year core units of study. On completion of this first year units of study, students may continue on to either or both of the two major sequences. Successful completion of the core subjects of the two majors, together with two related electives, would give students a double major in Sociology.

SOCIOLGY – POLICY STUDIES

ST ALBANS CAMPUS
The Policy Studies major has been designed to provide students with the research and analytical skills necessary to understand past and present social policies. The major examines many issues and policy arenas, which are at the forefront of contemporary debates, such as immigration, race, new technology, economic and cultural policy.

The major aims to develop awareness of cross cultural issues, capacities applicable to a diverse range of employment fields, and student awareness of how mechanisms of social governance are formulated and enacted. The limitations of traditional and more conventional approaches to social policy are critically assessed and...
The subjects in the Sociology – Policy Studies major are:

**Year 1**
- ASS1012 Sociology 1A – Introduction to Australian Society and Culture
- ASS1013 Sociology 1B – Issues in Australian Society and Culture

**Year 2**
- ASS2040 Sociology 2C – Sociology of Power and the State 1: Concepts, Critiques and Practices
- ASS2050 Sociology 2D – Sociology of Power and the State 2: The Contemporary State and Social Identity in the 21st Century

**Year 3**
- ASS3031 Sociology 3C – Governing Civic Life: Citizen, Nation, Self.

**Related Electives**
- ASS2030 Regional & International Organisations & Policy
- ASS3036 Sociology 2/3E The Eco-Social-Place, Policy & Politics
- ASS3037 Inquiring into the Social
- ASS2027 Timor Leste: Politics, Culture and History
- ASS2025 Transnational Social Movements
- ASS3038 Excursions into the Future

### SPANISH AND SPANISH STUDIES

The Spanish and Spanish Studies major has been designed to enable students with varied backgrounds the opportunity to acquire Spanish language skills which will be useful in a variety of future employments, as well as increasing their understanding and appreciation of Spanish speaking cultures. There are different entry levels, one for absolute beginners, and another level for those who are already familiar with the language, as is the case with native speakers or students who have completed VCE Spanish or equivalent. After acquiring advanced language skills, students may select the options that are most closely related to their planned future employment and interests and then concentrate on acquiring the specialised bilingual skills needed. The major provides students with a solid background in the language and culture of the Spanish-speaking world and is a valuable complement to a range of disciplines in Arts and other University faculties.

Spanish can also be taken as a sub major or as a single or complementary subject. It can also be taken as part of an Honours program or a postgraduate degree. A Graduate Diploma in Modern Languages (Spanish) is also available for graduate students in any field of studies wishing to specialise in the Spanish language and related studies.

To complete a Spanish and Spanish Studies major students are required to complete eight units of study, including ACS3086 and ACS 2005. Entry level depends on prior knowledge of the language:

**Year 1**
- ACS1081 Beginners Spanish A
- ACS1082 Beginners Spanish B

**Years 2/3**
- ACS2083 Intermediate Spanish A
- ACS2084 Intermediate Spanish B
- ACS2005 Construction of Nationality in Spain & Latin America
- ACS3086 Advanced Spanish: Text and Context

**Years 2/3**
- ACS3088 Cinema in Spain and Latin America
- ACS3083 Spanish in Business and International Trade
- ACS3081 Introduction to Spanish Studies
- ACS3082 Advanced Spanish: Text and Context

Students who are native speakers and those who have completed VCE Spanish or have equivalent qualifications will start at second year level and take four third year subjects to complete a major. Only two third year subjects from the above list are offered in any given year.

### VIETNAMESE

The Vietnamese Language and Culture Program offers various subjects at different levels, catering for beginners to advanced speakers. It also caters for students who wish to improve their proficiency in the language in addition to those who are only interested in studying Vietnamese culture and society without the language component.

The Vietnamese Language and Culture Program can be taken as a major, a submajor or as a single or complementary subject. It is also offered within the Graduate Diploma in Modern Languages (Vietnamese) and as part of an Honours program or a postgraduate degree.

The subjects in the Vietnamese Language and Culture Program are:

**Level 1**
- ACV1001 Basic Vietnamese A
- ACV1002 Basic Vietnamese B

**Levels 2 & 3**
- ACV2001 Intermediate Vietnamese A
- ACV2002 Intermediate Vietnamese B
- ACV3001 Vietnamese Culture and Society
- ACV3002 Vietnam: Globalisation, Diaspora and Identity
- ACV3011 Vietnamese for Business
- ACV3012 Vietnamese Folklore
- ACV3021 Variation and Change in the Vietnamese Language
- ACV3022 Vietnamese Film and Media
- ACV3031 Survey of Vietnamese Literature
- ACV3032 Special Topics in Vietnamese Literature

Students with no previous knowledge of Vietnamese should commence with ACV1001 Basic Vietnamese A. Vietnamese native speakers should commence with ACV2001 Intermediate Vietnamese A or any other subject appropriate to their interests and level of proficiency.

Students who are interested in Vietnamese culture and society but do not want to study the language can choose ACV3001 Vietnamese Culture and Society or ACV3002 Vietnam: Globalisation, Diaspora and Identity which are taught bilingually or mainly in English, depending on the language skills of student group.

Students who want to take Vietnamese as an elective subject can enrol in any of the above subjects after consulting with the lecturer.

Students who wish to major in Vietnamese should complete eight semester-length subjects, starting from any level as appropriate. A minimum of eight subjects will normally be offered each academic year.

### VIETNAM STUDY TOUR

A three-week study tour in Vietnam is organized every year, from late-November to mid-December to provide an opportunity for people who want to increase their proficiency in the language and explore contemporary Vietnamese society, business and culture. This tour will be accredited as a full unit of study and can be included in the student’s study program either as an elective or as a unit within the Vietnamese Language and Cultural Studies major.
LANGUAGE AND COMMUNICATION
SUBJECTS FOR SCIENCE AND ENGINEERING STUDENTS

The language and communication units of study listed below are offered to students enrolled in Science and Engineering courses. Subject descriptions for each individual unit of study can be located elsewhere in this handbook. Students must enrol in the units of study that is taught within their particular course.

Please note that Australian English is a preliminary course designed for students who are not sufficiently competent in English to successfully undertake a mainstream communication course. Subjects Offered to Science Students will be notified by the course co-ordinator.

CROSS-INSTITUTIONAL LANGUAGE SUBJECTS

The Victorian Universities’ Languages Consortium was established in 1996 with membership including all universities in Victoria. One central aim of the Consortium is to facilitate and encourage cross-institutional enrolments in languages.

The guidelines governing Cross-institutional enrolment as specified in the Consortium’s Memorandum of Understanding (Section 7) are as follows:

7.1 A student who is enrolled in an award course program at a home university may apply to enrol in a language program at another university and expect to be admitted, provided that:

7.1.1 where courses in the relevant language are offered by the home university, a student shall normally undertake them there;

7.1.2 the enrolment is approved by the relevant faculty/school department at the home university; and

7.1.3 the enrolment is also approved by the relevant faculty/school/department of the host university;

7.1.4 the language studies are part of an award course at the home university.

7.2 the home university shall create its own codes for cross-institutional enrolments and determine the appropriate credit to be given to a course undertaken at another university.

7.3 both home and host universities retain the right to limit the number of students who may enrol in language courses under such arrangements.

7.4 where a student commences a sequence of language units under such arrangements, he/she will normally be permitted to take such further units as the sequence offers, provided progress is deemed satisfactory by the host institution and recognising that such courses may be offered on a different campus.

The following languages, taught at the universities listed, are available to students:

Ancient Greek La Trobe, Monash
Arabic Deakin, Melbourne
Cambodian Monash
Chinese Ballarat, Deakin, La Trobe, Melbourne, Monash, RMIT, VicUni
French La Trobe, Melbourne, Monash
German Melbourne, Monash
Greek (Modern) La Trobe, Melbourne, Monash, RMIT
Hebrew (Modern) Melbourne
Hindi La Trobe
Indonesian/Malay Deakin, La Trobe, Melbourne, Monash, RMIT
Italian ACU, La Trobe, Melbourne, Monash, RMIT, Swinburne
Japanese Swinburne, VicUni
Korean Monash, Swinburne
Latin La Trobe, Monash
Polish Monash
Russian Melbourne, Monash
Sanskrit La Trobe
Spanish La Trobe, Melbourne, Monash, VicUni
Swedish Melbourne
Thai Monash
Turkish Deakin
Ukrainian Monash

Students wishing to undertake complementary studies should first seek approval from their home institution and then contact the host institution for an application form.
AAA1003 AUSTRALIA IN ASIA

Campus Footscray Park
Prerequisite(s) Nil.

Content This is the introductory subject for the Asian Studies major. The subject focuses on Australia’s changing relationships with its Asian neighbours. Through an examination of four case studies (China, Japan, Indonesia and Malaysia), questions are asked about the cultural, political and economic problems that have been encountered by Australia as it has developed its ties with Asia in the past, and as it seeks to promote them now and in the future.

Required Reading AAP1011 Student Reader available from the University bookshop.


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

Assessment Tutorial presentation 20%; essay plan/bibliographic exercise, 15%; essay, 35%, examination, 30%.

AAA1007 ASIA ANTHROPOLOGICAL ISSUES

Campus Footscray Park

Prerequisite(s) Nil.

Content This subject is an introduction to methods and debates within social anthropology, particularly in relation to the understanding of human difference. Issues addressed include settlement patterns, ethnicity, religion, kinship and marriage, production and exchange, hierarchy and power, locality and social space, and modernity and social change. A wide range of cultures within Asia will provide a basis for discussion.

Required Reading Miller, B. D. 2005 Cultural Anthropology 3e, Pearson Education, Boston.

Recommended Reading Nil.

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

Assessment Tutorial presentation (1000 words), 20%; Group Project (1500 words per person), 50%; 1 hour final examination, 30%.

AAA2000 THE CITY IN ASIA

Campus Footscray Park

Prerequisite(s) AAP1011 Australia in Asia; AAA1007 Asia: Anthropoligical Issues or the permission of the Head of School.

Content This subject studies the emergence and development of urban centres in selected Southeast Asian countries, exploring similarities and contrasts in social structures and urban form, indigenous and external forces of economic and cultural change, locational patterns and power structures. In particular, it addresses some of the most pressing issues of urban life in these countries, set within the framework of ‘modernisation’ development, and their implications for Southeast Asian societies.

Required Reading AAA2000 Reader available from the University bookshop.


Class Contact One 2-hour seminar per week, and 3 hours of online learning per semester.

Assessment Essay (3000 words), 70%; seminar report (1000 words), 30%.

AAA2003 ASIAN CULTURES AND LITERATURES

Campus Footscray Park

Prerequisite(s) Nil.

Content This subject introduces a comparative understanding of Asian cultural expression through the study of several texts (including mainly novels and cinema, but also poetry, drama, painting, and music). Methods of interpretation including post-colonial theory, hermeneutics, structuralism and feminist criticism will also be taught. Special attention is given to Vietnamese, Chinese and Japanese texts in translation, although individuals are encouraged to explore outside this range.


AAA2005 COLONIALISM, NATIONALISM AND REVOLUTION IN SOUTHEAST ASIA

Campus Footscray Park

Prerequisite(s) AAP1011 Australia in Asia; AAA1007 Asia: Anthropological Issues or the permission of the Head of School.

Content This subject will take as its central theme for the study of Southeast Asian history during the 19th and 20th centuries the interaction between the evolving indigenous societies of the region and increasing Western penetration. This subject will examine how Southeast Asian societies accommodated, resisted, and utilised European and North American political and economic intervention. The first weeks of the subject 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 transformations 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 subject will be devoted to an examination of the revolutionary experience leading to the creation of the new nation states of Southeast Asia. The subject will focus on Indonesia, but will draw comparisons with other Southeast Asian countries.


Class Contact One 2-hour seminar per week, and 3 hours online learning per semester.

Assessment One seminar report/review (1000 words), 25%; one research essay (1000 words), 50%; one 1 hour exam, 25%.

AAA2007 GENDER AND SEXUALITY: ASIAN PERSPECTIVES

Campus Footscray Park

Prerequisite(s) AAP1011 Australia in Asia; AAA1007 Asia: Anthropological Issues or the permission of the Head of School.

Content This subject employs recent social theory understandings of gender and identity. Case studies will be drawn from a range selected Asian cultural contexts. Issues to be considered will include the complex notions of gender and sexual identity (e.g. femaleness, maleness, androgyny), heterosexuality, homosexuality, prostitution, sex tourism, pederasty, and possibilities for gender equality and empowerment in specific cultural milieux.


Class Contact One 2-hour seminar per week, and one 3-hour screening/discussion per semester.

Assessment Seminar paper (1000 words), 30%; research essay (3000 words) 70%.

AAA2008 BUSINESS CULTURES IN ASIA

Campus Footscray Park

Prerequisite(s) AAP1011 Australia in Asia; AAA1007 Asia: Anthropological Issues or the permission of the Head of School.

Content This subject 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, socio-political and economic conditions, and management and labour relations in selected countries in East and Southeast Asia.


Class Contact The equivalent of two and a quarter hours per week for one semester. These classes may be scheduled as intensive weekends workshops depending on students’ demand.

Assessment Two essays, 60%; Examination, 40%.

AAA2010 CULTURE AND POLITICS IN INDONESIA

Campus Footscray Park

Prerequisite(s) AAP1011 Australia in Asia; AAA1007 Asia: Anthropological Issues or the permission of the Head of School.

Content This subject 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 subject will include the construction of national identity, the search for appropriate political forms and the social and political changes generated by rapid economic development, 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
AAA2013 THE SEARCH FOR MEANING IN ASIA

Campus Footscray Park

Prerequisite(s) Nil

Content This subject examines the diverse religious and philosophical traditions of Asia in a comparative perspective. The aim is two-fold: to develop an understanding of traditions of value, thought, devotion, and spirit in Asia; and to develop an ability to appreciate different ways of interpreting self and the world. Emphasis will be given to the dimension of personal experience in the human quest to find meaning in life and to give the world meaning, both past and present. This will involve a consideration of such issues as mind, consciousness, cosmology, deity, power, transformation, vision, and transcendence. The impact of systems of thought on more public issues such as the good life, ecology, personhood, social life, and nationhood will also be discussed.


Class Contact One 2-hour seminar per week, and 3 hours online learning per semester.

Assessment One seminar report/review (1000 words), 25%; one research essay (1000 words), 50%; one 1-hour final exam, 25%.

AAA2014 Many Vietnams; War, Culture and Memory

Campus Footscray Park

Prerequisite(s) Nil

Content This subject examines a number of critical issues associated with the Vietnam War, a war which has had profound consequences both in Vietnam and those western countries which were involved. These issues include: national identity, race, patriotism, loyalty, sacrifice, morality, and the meaning and justification of war. The subject 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.

Required Reading To be advised by the lecturer.

AAA3003 INDUSTRIAL DEVELOPMENT IN ASIA

Campus Footscray Park

Prerequisite(s) AAP1011 Australia in Asia; AAA1007 Asia: Anthropological Issues or the permission of the Head of School.

Content This subject examines the process of industrialisation in Asia in relation to changes in the global economy, to provide ways of understanding this process through applying development theories, and to explore issues and outcomes resulting from industrialisation using different perspectives from case studies which include countries in East, South-east and South Asia. The subject includes three parts: the first part presents an analysis of global economy and regional industrialisation of Asia since the Second World War; the second part of the subject discusses the theoretical frameworks and the main criticisms of these; and the third part uses them to interpret the Asian industrial development experiences.


Class Contact One 2-hour seminar per week, and 3 hours online learning per semester.

Assessment Seminar report (country profile) (1000 words), 20%; research essay (2000 words), 60%; a 1-hour final examination, 20%.

AAA3004 RESEARCH METHODS AND TECHNIQUES IN ASIAN STUDIES

Campus Footscray Park

Prerequisite(s) AAP1011 Australia in Asia; AAA1007 Asia: Anthropological Issues or the permission of the Head of School.

Content This subject will build on first and second year subjects in the Asian Studies major. It aims to develop students’ abilities to conduct qualitative and quantitative research in Asian Studies. The subject covers specific skills intended to prepare students for research tasks in later working life. On completion of this subject students should be able to: understand the potential uses of qualitative and quantitative methods; know the major sources of data; be able to interpret research papers which have used sophisticated research designs and advanced statistical procedures; and be able to use computer packages to analyse relevant information.

Required Reading Vervoorn, A. 2005 Reorient: Change in Asian Societies, Oxford University Press, Oxford. AAA3004 Reader available from the University Bookshop.


Class Contact One 2-hour seminar per week, and 3 hours online learning per semester.

Assessment Seminar presentation (1500 words), 40%; research-proposal essay (2500 words), 60%.

AAA3006 ASIAN COMMUNITIES IN AUSTRALIA

Campus Footscray Park

Prerequisite(s) AAP1011 Australia in Asia; AAA1007 Asia: Anthropological Issues or the permission of the Head of School.

Content This subject examines the potential uses of cultural clashes and racism, access to English language services, education, employment, crime, housing, cross-cultural relationships, family life, and leisure activities will be analysed within the framework of Australian multiculturalism. As part of this subject, students will be expected to write up a study of a community group, or organisation, or association in the Melbourne metropolitan area. Particular attention will be paid to methods for oral history, accessing primary source materials (e.g., letters, diaries, records), conducting interviews, and research ethics.


Class Contact One 2-hour seminar per week, and one 3-hour off-Campus program per semester.

Assessment Seminar paper (1000 words), 30%; research essay (3000 words), 70%.

AAH1001 WORLD HISTORY

Campus Footscray Park

Prerequisite(s) Nil.

Content This subject takes a broad, synoptic view of world history, structured to emphasise the distinctive contributions and remaining legacies of previous civilisations and historical movements. While reference is made wherever possible to events in Asia, Africa, and the Americas, Europe is its centre, for in the phase of world history ending now, Europe has been the prime initiator for the past 500 years. The subject examines then the legacy of Greece and Rome,
and notes multicultural elements in the classical world; moves on to the Middle Ages, comparing European feudalism with Japanese, and examines the collective principle at work in medieval institutions. The idea of Christendom is next considered, with its break-up in the Reformation; the tensions between the new individualism which then emerged and the abiding impulse towards collectivism becomes a major theme in the subject. Despotism is next reviewed, in Europe and Asia, setting the stage for an examination of European expansion across the seas. A brief reference to the American revolution is followed by a tracing of the growth of individualism from the Renaissance to the French Revolution, the socialist ideal is examined as a response. The twentieth century comprises the final segment of the subject, discussing the exhaustion of Europe; imperialism, its decline, and the rise of the Third World; and finally, Communism and its collapse.


**Class Contact** Three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial.

**Assessment** Tutorial paper (700 words) (20%); Essay (2000 words) (50%); Examination (30%).

**AAH1008 AUSTRALIANS AT WAR**

**Campus** Footscray Park

**Prerequisite(s)** Normally AAH1007 History 1A: Australian History: 19th Century or AAH1001 World History

**Content** This subject examines the concept of national identity within the context of the changing social and political experiences of Australians during wartime. Special emphasis is given to the impact of the Great War (1914 – 1918) on Australian society. Homefront experiences of Australians during WWII, the Korean War and the Vietnam War are analysed and evaluated.

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

**Recommended Reading** To be advised by lecturer.

**Class Contact** Three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial.

**Assessment** Essays 50%; examination 40%; participation 10%.

**AAH2011 EUROPEAN HISTORY 1**

**Campus** Footscray Park

**Prerequisite(s)** Normally AAH1008 Australians at War

**Content** This subject 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 subject also examines one ideological battleground of these ideologies: the Spanish Civil War, 1936–1939.


**Recommended Reading** To be advised by lecturer.

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

**Assessment** Essays, 30%; examination, 40%, class participation, 10%.

**AAH2012 EUROPEAN HISTORY 2**

**Campus** Footscray Park

**Prerequisite(s)** Normally AAH2011 European History 1.

**Content** This subject develops the theme of ideological conflict (from AAH2011) through an historiographical examination of the origins of World War II, followed by an intensive study of the annihilation of European Jewry. The subject 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.


**Recommended Reading** To be advised by lecturer.

**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%.

**AAH2013 HISTORY – THE RISE AND FALL OF APARTHEID**

**Campus** Footscray Park

**Prerequisite(s)** Normally AAH1008 Australians at War.

**Content** This subject sets out to show how apartheid arose from South African conditions, and to examine how it was eventually overcome and renounced. The antecedents of the policy are traced in the former British colonies and the Boer republics, as is the impact of urbanisation and industrialisation on race relations. While repressive laws from earlier in the twentieth century are noted, the main focus is on the rise of Afrikaner nationalism and the implementation of grand and petty apartheid after the Nationalist victory in 1948. Next the subject turns to African resistance, from the foundation of the African National Congress but particularly from the Soweto riots of 1976. South Africa’s changing context, from Cold war ally to international pariah, is also considered.

Finally, there is a discussion of the contesting ideas of South Africanism, Pan Africanism, and tribal loyalties.


**Class Contact** Two hours a week for one semester, comprising one one-hour lecture and one one-hour seminar/discussion group, plus three hours self-directed learning per semester.

**Assessment** Essays, 50%; end of semester examination, 40%, class participation, 10%.

**AAH2014 THE MAKING OF THE MODERN MIDDLE EAST**

**Campus** Footscray Park

**Prerequisite** Satisfactory completion of first year subject requirements in History or Politics major

**Content** Many of the critical issues facing our world focus on, or otherwise involve the “Middle East”. In this subject 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 subject 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 was the decline of the Ottoman Empire and the significant reshaping of political boundaries after WW1 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 an reactions to the West, the emergence of Arab nationalism, the modernization efforts of Mideast 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.

Required Reading: Deborah J. Gerber and Jillian Schwedler (eds) Understanding the Contemporary Middle East, Boulder, Colorado, Lynne Rienner Publishers; Second edition 2003

Recommended Reading TBA

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

Assessment: Major Essay (2000 words), 50% Exam (2 hours) 50%

AAH3003 HISTORY OF MOBILITY

Campus: Footscray Park

Prerequisite(s): Nil

Content: This subject takes an overview of different kinds of radical displacement of people from one locality to another, either temporarily or on a permanent basis, in a number of different contexts. Pilgrimage in medieval Europe is considered first, along with the way it generated the Crusades and the colonising enterprise of the Crusading kingdoms. Attention then turns to the slave trade, and its successor indentured labour, and then to the more general labour migration of the contemporary world. The rise of industrialism in postwar Italy, and the internal migration to the cities it induced, is also examined. Australian experience of radical displacement is then considered, beginning with the convicts as migrants and examining the social engineering initially undertaken in South Australia. The Vietnamese boat people are also discussed, as a classic instance of refugees whose desperation exceeds discouragement. Finally, the subject turns to tourism, examining the conditions which led to its emergence as a mass phenomenon in the nineteenth century, its development in Australia to the 1960s, and its contemporary significance both in the national context and as an aspect of globalisation.

Required Reading: To be advised


Class Contact: Two hours a week for one semester, comprising one one-hour lecture and one one-hour seminar/discussion group, plus three hours self directed learning per semester.

Assessment: Two essays (50%); examination (40%); class participation (10%)

AAH3004 INTERNATIONAL COMMUNISM AND THE COLD WAR

Campus: Footscray Park

Prerequisite(s): Nil

Content: This subject explores the character of international communism by focusing on the ideology and behaviour of three Western parties – the British, American, and Australian. The subject examines broadly their history from birth, in the wake of the Bolshevik Revolution of 1917, to death, associated with the collapse of communist regimes in Europe seventy years later; however, the central focus will be on the Cold War period. Thus, a recurring theme will be the extent to which communism represented a threat to national security during a period of sharply escalating international tension. Issues of loyalty, subversion and espionage will be analysed and evaluated. The subject will provide a comparative analysis of the domestic contribution of the three communist parties to the national political culture against the backdrop of their international links to the Soviet Union. The subject will also include a case study of the impact on international communism of the events of 1956 – Hungary and the repercussions of Kruschev’s secret speech.


Class Contact: Two hours per week for one semester comprising one one-hour lecture and one one-hour tutorial, plus three hours self-directed learning per semester.

Assessment: Essays (50%); examination (40%); class participation (10%)

AAH3011 AMERICAN HISTORY 1

Campus: Footscray Park

Prerequisite(s): Normally AAH2012 European History 2.

Content: This subject examines the social, cultural and political segmentation of American society from 1918 to 1945. The subject emphasises the tensions between tradition and modernity: between nativists, religious fundamentalists, immigration restrictionists and the KKK on the one hand, and the forces of urbanisation, mass consumerism and technological change, on the other. The subject concludes with a study of wartime America from the perspective of gender and ethnicity.

Required Reading: Patterson, J.T. 1994, America in the Twentieth Century, Harcourt Brace, Fort Worth.


Class Contact: Two hours per week for one semester comprising one one-hour lecture and one one-hour tutorial, plus three hours self-directed learning per semester.

Assessment: Two essays, 50% examination, 40% participation, 10%.

AAH3012 AMERICAN HISTORY 2

Campus: Footscray Park
Prerequisite(s): Normally AAH3011 American History 1.
Content: Continuing from AAH3011, this subject explores American society from the Cold War to Watergate. Themes of political reform and repression, racial conflict, cultural diversity and social disintegration underpin studies of McCarthyism, the civil rights movement, JFK’s New Frontier and the decade of dissent from 1965 to 1975.

Required Reading: Patterson, J.T. 1994, America in the Twentieth Century, Harcourt Brace, Fort Worth.


Class Contact: Two hours per week for one semester comprising one one-hour lecture and one one-hour tutorial, plus three hours self-directed learning per semester.

Assessment: Essay, 50%; examination, 40%; participation, 10%. See also handbook entries for the following subjects which can also be taken in the History major: AAH2005 Colonialism, Nationalism, and Revolution in Southeast Asia; AAH2011 Cultural History of Tibet.

AAH3014 ISSUES IN AUSTRALIAN HISTORY

Campus: Footscray Park
Prerequisite(s): AAH1008 and AAH1001
Content: This subject focuses on a number of issues of contemporary interest. It explores the way they have figures in the Australian past, asks why they have become preoccupations today, and considers current debates in the light of the evolution of these issues. Issues selected for inclusion may vary from year to year, but in 2006 the unit will examine immigration policy, Aborigines and the environment.


Recommended Reading:

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

Assessment: One essay of 2000 words, 45%; One examination of 2 hours, 45%; Attendance and Participation in oral discussion 10%.

AAP1010 FOUNDATIONS OF POLITICAL SCIENCE

Campus: Footscray Park
Prerequisite(s): Nil
Content: This subject will offer students an introductory overview of the foundational theories and concepts in Political Science. The main forms of power will be surveyed - e.g., leadership and agency, class power, gender power, power and knowledge. Modern state formations will be discussed - e.g., military juntas, totalitarian dictatorships, authoritarian regimes, monarchies, democracies, republics. The sociology of political order and change will be introduced - e.g., coups and revolutions, populism, constitutionalism and responsible government, parties and pressure groups, political movements, the media in politics, community and ethnicity. The subject will conclude with a brief survey of some late major modern political ideological - e.g., green politics, feminism, economic rationalism, "Third Way" politics.


Class Contact: Three hours per week comprising a 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

Campus: Footscray Park
Prerequisite(s): Nil
Content: This subject will examine key recent events as well as political change and conflict in the Southeast Asian region since World War II. The subject aims to analyse and interpret political systems, ideologies and traditions in Southeast Asian countries by focussing 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:

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<th>Campus</th>
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<td>Footscray</td>
<td>Nil</td>
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topics: the role of the military in government, politics and power maintenance; elections and democracy; national integration and regional/ethnic/religious separatism, ‘political cultures’, civil society and the role of the middle class in contemporary Southeast Asian politics. The subject should provide a useful basis for understanding and explaining the political systems of the region and their trajectories of change.


**Class Contact** Twenty-seven hours per semester comprising one hour lecture and one one-hour tutorial per week and three hours self-directed learning.

**Assessment** Two assignments, 60%; examination, 40%. Final examination may take the form of a take-home exam.

### AAP2012 CULTURE AND POLITICS IN INDONESIA

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** The subject 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 subject will include the construction of national identity, the search for appropriate political forms and the social and political changes generated by rapid economic development, 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.


**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

**Campus** Footscray Park

**Prerequisite(s)** Normally AAP1010 Foundations of Political Science and AAP1011 Australia in Asia, at C-grade or better

**Content** This subject 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.


**Class Contact** 27 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

**Campus** Footscray Park

**Prerequisite(s)** AAP1010 Foundations of Political Science and AAP1002 (or equivalent) or with permission of co-ordinator

**Content** 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 e.g.
Inquisition, Mussolini, Hitler, Stalin, Jmao, Pol Pot, Peron, Franco, Petain. The subject emphasizes the reading of original texts by political philosophers and ‘practitioners’ of governing.

**Required Reading**

**Recommended Reading**

**Class Contact**
One hour lecture and 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%; 2 hour examination, 30%

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**AAP2017 NORTH AMERICAN POLITICS**

**Campus**
Footscray Park

**Prerequisite(s)**
AAP1010 Foundations of Political Science and AAP 1002 Australian Politics or with approval of co-ordinator

**Content**
US Constitution, federalism, Congress, Presidency, Judiciary, separation of powers, US political parties and social movements, key political issues including isolationism, NAFTA, Cold War, Civil Rights movement, rise of the ‘neo-cons’, Canadian Constitution, federalism, political parties, issues including Native Americans and separatism in Quebec; Therocontent will be provided to provide a Political Science vantage point on contemporary issues.

**Required Reading**

**Recommended Reading**

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

**Assessment**
Bibliographic exercise/essay plan, 20%; 2500 word essay, 50%; two hour examination 30%

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**AAP3012 GLOBAL CITIZENSHIP**

**Campus**
Footscray Park

**Prerequisite**
Nil

**Content**
This subject commences with an exploration of the philosophical roots of the idea of multiculturalism, demonstrating its indissoluble links with democratic theory (or “sustainable democracy”), the politics of identity AAA5023 Global Citizenship

**Campus**
Footscray Park

**Prerequisites**
Students must have either completed AAA5011 Interpreting Asia and the Pacific or be undertaking AAA5011 Interpreting Asia and the Pacific concurrently

**Content**
This subject commences with an exploration of the philosophical roots of the idea of multiculturalism, demonstrating its indissoluble links with democratic theory (or “sustainable democracy”), the ‘politics of identity’, and the ideals of global citizenship. Issues such as human rights, ethnic cleansing, the international politics of gender, the role of the international community through institutions like the United Nations, and the role of the military in peace-keeping operations will be critically explored. Specific case studies may include human rights in China and Burma (Myanmar), and the conflicts in Bosnia and Rwanda.

**Required Reading**

**Recommended Reading**

**Class Contact**
Three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial per week.

**Assessment**
Seminar paper, (2,500 words), 30%; research essay (5000 words), 70%.

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**AAP3013 POLITICAL ECONOMY OF GLOBALISATION**

**Campus**
Footscray Park

**Prerequisites**
Students must have either completed AAA5011 Interpreting Asia and the Pacific or be undertaking AAA5011 Interpreting Asia and the Pacific concurrently

**Content**
This subject examines the processes of Globalisation from the perspectives of political economy. Globalisation, under this heading, refers to the development of an economy and forms of governance that span much of the world. Such developments reflect three processes: (a) the integration of financial and currency markets across the entire world; (b) the integration of production, trade and capital formation across national boundaries in global corporations; and (c) the emergence of functions of global governance that partially regulate national economic, social and environmental policies. The fusion of finance, corporations and other organisations also reflects the decisions that permit, promote or execute enhanced global connections. The subject will be divided into three parts: (i) a critical review of recent theories in political economy which are related to the processes of Globalisation; (ii) a review of the historical path of the so-called ‘Globalisation’ processes; (iii) an exploration of empirical case studies to critically evaluate ‘Globalisation’ and Australia’s engagement with and responses to this process.

**Required Reading**

**Recommended Reading**
AAP3014 DIMENSIONS OF GLOBAL POLITICS

Campus: Footscray Park
Prerequisite(s): Nil
Content: This subject 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.


Recommended Reading: TBA

Class Contact: One hour lecture and one hour tutorial per week for one semester comprising 27 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%.

AAP3015 TERRORISM IN WORLD POLITICS

Campus: Footscray Park
Prerequisite(s): Normally AAP2015 International Relations
Content: This subject examines the phenomenon of terrorism in international politics. It commences with definitional approaches to terrorism, arguing that we should recognise three basic forms: non-state or ‘private’ terrorism, state terrorism and state-sponsored terrorism. Some case studies of state and state-sponsored terrorism will be examined, including US carpet-bombing in Cambodia and the subsequent Pol Pot terror, and the Contra War in Nicaragua. The extent to which non-state terrorism is aimed at US superpower dominance and/or at other ‘targets’ will be explored. The historical and cultural context of non-state terrorism will be examined, particularly in regard to the Middle East. The forms of non-state terrorism will be analysed – e.g., nationalist and ethnic terrorists, religious fundamentalists, right and left wing extremists, vigilante groups, guerrilla forces. Some case studies of contemporary terrorist movements will be examined – e.g., ETA in Spain, Hamas in the Middle East, al Q’aida and the Islamic Jihad in Afghanistan, the IRA in Ireland.

Required reading: Students should buy a copy of the Student Reader from the university bookshop.


Class Contact: 27 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%.

AAP3016 PARLIAMENTARY INTERNSHIP

Campus: Footscray Park
Prerequisite(s): At least two Political Science units; or at least two Policy Studies units. This is a competitive program and students will be selected on the basis of their academic results and a written application. There will be a quota on student numbers.

Content: In this subject, 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.


Class Contact: Research supervision of 1 hour per week. A minimum of 2 days per week in their Internship Activities: one day in the electorate offices and one day in Parliament.

Assessment: One 6,000 word research report. One 2000 word reflective essay.
AA4001 ASIAN STUDIES HONOURS 4

Campus Footscray Park
Prerequisite(s) Completion of a major in Asian Studies, Communications, History, Language or Literary Studies.
Content This is an examination of the interpretative and methodological problems in Asian Studies. Particular attention will be paid to the problems of 'orientalism' and post colonialism in Western scholarship on Southeast and Northeast Asia.
Required Reading To be determined in each discipline.
Class Contact The subject will be offered by directed study, with seminars if required.
Assessment Critical bibliography, 30%; 2000 word essay, 30%; 3000-word essay, 40%.

AA4003 HISTORY HONOURS 4

Campus Footscray Park
Prerequisite(s) Completion of a major in History.
Content A study of the major trends in historiography, methodology and historical practice in the twentieth century. The subject examines the development of the discipline of history on a practical, cultural and ideological level by focusing on research hypotheses and methodologies; representation and language of argument; and the ideological frameworks that have influenced historical writing.
Class Contact Three hours per week comprising directed study, plus seminars when required 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%.

ACA1001 INTRODUCTION TO WRITING

TBA

ACA1005 COMMUNICATION FOR ACADEMIC PURPOSES

Campus Footscray Park
Prerequisite(s) None
Content 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 subject 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 subject 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.
Recommended Reading To be advised by the lecturer.
Class Contact Two 2-hour workshops
Assessment Assessment will be based on a series of practical tasks. Class and homework exercises 40% Oral presentation 20% Aural test 10% Written examination 30%.

ACA1006 COMMUNICATION FOR ACADEMIC PURPOSES B

Campus Footscray Park
Prerequisite(s) Normally ACA1003 Communication for Academic Purposed A
Content Interpretation of information from a variety of forms – newspapers, documents, tables, diagrams and graphs will be presented. The audience and purpose of writing will be examined, and information, persuasive and argumentative styles applied. Oral competence and pronunciation will be emphasized. The subject employs a topic approach incorporating a variety of skills together with language proficiency.
Recommended Reading To be advised by the lecturer.
Class Contact Two 2 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%.

ACA 2005 WRITTEN GENRES AND CRITICAL LITERACY

Campus Footscray Park
Prerequisite(s) None
Content The subject 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 to the construction of meaning in written texts. Including identifying the textual devices that position their interpretation of texts. Throughout 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.
Required Reading To be advised by the Lecturer
Class Contact one hour lecture and two hour workshop per week
Assessment Assessment will be based on a series of theoretical and practical tasks. Critical reflective diary 20%, Class Presentation 20%, Major Analytical essay 30%, Exam 30%.

ACA2006 ENGLISH AS AN INTERNATIONAL LANGUAGE

Campus Footscray Park
Prerequisite(s) None
Content This subject examines international discourse from a global perspective with principal focus upon the various forms of local and world Englishes in the post-colonial period. Students will examine oral and literary text and discourse within an international perspective. The subject 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 subject 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.
Required Reading To be advised by the lecturer.
### ACA2007 ELECTRONIC PUBLISHING AND EDITING

**Campus** Footscray Park  
**Prerequisite(s)** None  
**Content** This subject 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 content will examine the news: where it comes from; social process of news production and presentation; news values. Advertising as an industry underpinning the media and as instantiation of the language of persuasion and print and electronic media will be examined. The language skills of listening, speaking, reading and writing will be extended within the content. English language and learning skills will be further refined and the ability to analyse, synthesise and critically evaluate information will be stressed. Discussion, vocabulary extension and small group presentation will dominate oral work.  
**Recommended Reading** To be advised by the lecturer  
**Class Contact** 2.5 hour seminar  
**Assessment** Two research assignments involving analytical ‘reading’ of newspaper items and television programs 35%; Oral Presentation 35%; Written Exam 30%

### ACA2008 ENGLISH IN SPOKEN INTERACTION

**Campus** Footscray Park  
**Prerequisite(s)** Normally first year of the AESOL major or equivalent level of language proficiency  
**Content** This subject 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.  
**Required Reading** To be advised by the lecturer.  
**Class Contact** one hour lecture and two hour workshop per week  
**Assessment** Assessment will be based on a series of theoretical and practical tasks. 2 Written transcription and an oral delivery of one of them. 30%. 2 Oral presentations 40%, a detailed conversation analysis of an interaction of the student’s choice 30%

### ACA2009 SPORTS MAGAZINE PRODUCTION

**Campus** Sunbury  
**Prerequisite(s)** Nil  
**Content** Small group presentation will dominate oral work.  
**Recommended Reading** To be advised by the lecturer  
**Class Contact** One hour lecture and two hour workshop per week  
**Assessment** Two research assignments involving analytical ‘reading’ of newspaper items and television programs 100-1500 words each 35%; Oral Presentation 15%; Oral Presentation 20%; Written examination (2 hours) 30%

### ACA2010 ENGLISH IN THE AUSTRALIAN MEDIA

**Campus** Footscray Park  
**Prerequisite(s)** Nil  
**Content** This subject 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 subject will heighten students’ knowledge of Australian society and culture. The content will examine the news: where it comes from; social process of news production and presentation; 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 with the content. English language and learning skills will be further refined and the ability to analyse, synthesise and critically evaluate information will be stressed. Discussion, vocabulary extension and small group presentation will dominate oral work.  
**Recommended Reading** To be advised by the lecturer  
**Class Contact** one hour lecture and two hour workshop per week  
**Assessment** Two research assignments involving analytical ‘reading’ of newspaper items and television programs 100-1500 words each 35%; Oral Presentation 15%; Oral Presentation 20%; Written examination (2 hours) 30%

### ACA2011 PROFESSIONAL WRITING IN SPORT

**Campus** Sunbury  
**Prerequisite(s)** Nil  
**Content** 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 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.  
**Class Contact** Three hour seminar per week  
**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%

### ACC1047 CULTURE AND COMMUNICATION

**Campus** Footscray Park, St Albans  
**Prerequisite(s)** Nil  
**Content** 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 globalizing world and cross-cultural influences. The unit offers a place to reflect on the way communication is changing and re-shaping contemporary Australia.
Areas to be explored include global culture, non-verbal communication, language and gender, fashion as communication, storytelling and everyday life, communication with dreams, computer-mediated communication, cyberactivism, communication in consumer culture.

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

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

**Assessment** Written assignments 60%; final exam 40%.

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**ACC1048 MEDIA, CULTURE AND SOCIETY**

**Campus** Footscray Park, St Albans

**Prerequisite(s)** Nil

**Content** This unit explores the institutions, industries and texts that comprise the media, and introduces some approaches to its study. The unit focuses on contemporary Australian issues and examples in this rapidly changing but always important field of study. 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 industries, such as those between telecommunications and television or film production and video gaming. The media does not merely reflect our society and culture, it is an important part of them, as this unit demonstrates.

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

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

**Assessment** Written assignments 40%; take-home exam 30%; final examination, 30%.

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**ACC2045 AUDIO PRODUCTION**

**Campus** Malaysia [Sunway University College]

**Content** This subject is only available to overseas students enrolled in the Bachelor of Multimedia Systems, Sunway University College.

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**ACC3047 COMMUNICATING IN ORGANISATIONS**

**Campus** Footscray Park, St Albans

**Prerequisite(s)** Normally ACC1047 Culture and Communication, ACC1048 Media, Culture and Society

**Content** The unit has two components. First, the lectures deal with a range of topics: theories of organisational communication, and some academic studies illustrating how communication works or fails to work in a variety of work settings (including business, government, community and other civil society settings); changes in working life in Australia (and other countries), including the growth of employment in knowledge-based industries and the increased casualisation of the labour market, and implications for developing their skills in communicating both interpersonally and in groups.

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

**Class Contact** Two hours per week for one semester comprising one one-hour lecture and one one-hour workshop and three hours of mixed mode.

**Assessment** Journals 40%; essay 40%; class based activities 20%.

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**ACC3045 VIDEO PRODUCTION**

**Campus** St Albans and Sunway (Malaysia)

**Prerequisite(s)** ACC1047 Culture and Communication, ACC1048 Media, Culture and Society

**Content** Students will be given a working understanding of the basic techniques and processes involved in single camera video production. The subject will deal with video recording techniques; composition; lighting; editing and dubbing; crew functions; interview techniques. Special emphasis will be given to video production work in a television studio context, and multicamera production techniques.

This subject has a $40.00 material charge.


**Class Contact** Three hours per week for one semester comprising one one-hour lecture/ screening, one two-hour workshop and three hours of mixed mode.

**Assessment** Short exercise, 10%; group video productions, 70%; critiques 20%.

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**ACC3046 COMMUNICATING WITH RADIO**

**Campus** St Albans

**Prerequisite(s)** To be eligible for this subject, students will have to be in their third and final year of a Communication Studies, Professional Writing or Public Relations major.

**Content** Students will be provided with the opportunity to engage with some basic radio production techniques and processes. The major emphasis of the subject is on spoken-word radio with a specific focus on interviewing and ‘magazine’ formats. Production work can include field interviewing with portable equipment, studio work, writing for radio, editing, elementary sound mixing and voice performance. If done to an adequate standard, production exercises can be broadcast on local community radio stations. Students are advised that the work required is substantial, with continuous assessment and deadlines for work submissions must be kept through the semester.

This subject has a $40.00 material charge.

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

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

**Assessment** Production work, 80%; Written assignments, 20%.

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**ACC3047 COMMUNICATING IN ORGANISATIONS**

**Campus** Footscray Park, St Albans

**Prerequisite(s)** Normally, ACC1047 Culture and Communication and ACC1048 Media Culture and Society

**Content** The unit has two components. First, the lectures deal with a range of topics: theories of organisational communication, and some academic studies illustrating how communication works or fails to work in a variety of work settings (including business, government, community and other civil society settings); changes in working life in Australia (and other countries), including the growth of employment in knowledge-based industries and the increased casualisation of the labour market, and implications for
communication practices; the impact of communication technologies on working life, including email uses, web-based research, databases, electronic monitoring or surveillance of work, the growth of tele-centre work and tele-commuting; communication practices and building inclusive work cultures which promote equal opportunity and a healthy working life; tools for clear formal and informal communication, including successful consensus-building and negotiation of complex issues. Second, workshops are dedicated to the production of a professional folio of documents: business and professional letters; emails; memos; agendas/position papers/minutes; instructions/briefs; media releases; value-statements and codes of conduct.

**Required Reading** Subject Book of Readings, and class handouts

**Class Contact** One-hour lecture, one hour workshop and 3 hours per semester mixed-mode participation (to be announced).

**Assessment** Professional Folio 60 %, plus two in-class tests (2x20 %)

### ACC3052 COMMUNICATION AND CULTURAL DIVERSITY

**Campus** St Albans/ Footscray Park

**Prerequisite(s)** Normally ACC1047 Culture and Communication, ACC1048 Media, Culture and Society

**Content** 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: the 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.

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

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

**Assessment** Research project 55%; class tests 45%.

### ACC3053 STUDIES IN CINEMA

**Campus** Footscray Park, St Albans

**Prerequisite(s)** ACC1047 Culture and Communication, ACC1048 Media, Culture and Society

**Content** This unit begins by focusing on Hollywood production - the most economically successful and stylistically influential model of entertainment cinema. It examines the development of the Hollywood style of narration as well as contemporary Hollywood mainstream and 'independent' cinema. The unit then examines some alternatives to Hollywood practice, such as Australian, European, or other national cinemas.

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

**Class Contact** Four hours per week comprising a one-hour lecture, a two-hour screening and a one-hour tutorial.

**Assessment** Analytical essay 40%; tests and/or film diary 60%.

### ACC3054 STUDIES IN TELEVISION

**Campus** Footscray Park, St Albans

**Prerequisite(s)** ACC1047 Culture and Communication, ACC1048 Media, Culture and Society

**Content** Broadcast television remains a centrally important medium in Australia, even though its pre-eminent position is being challenged and modified by other uses and services available on or for the TV set, such as playing video games, watching DVDs or programming provided by niche-marketing subscriber services such as Pay TV. This unit explores various aspects of contemporary television: its reinvention of formats such as reality and lifestyle programs; the nature of enduring genres such as cop shows and serial drama; the capacity of television to enter into productive agreements with new communications technologies; and national television. The unit concludes by considering audience research.

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

**Class Contact** Three hours per week for one semester comprising one two-hour lecture/seminar and one one-hour tutorial.

**Assessment** Analysis, 60%; Tests, 40%.

### ACC3055 COMMUNICATION IN THE 21ST CENTURY

**Campus** Footscray Park, St Albans

**Prerequisite(s)** Normally, ACC1047 Culture and Communication and ACC1048 Media Culture and Society

**Content** The unit aims to equip students to appreciate and participate in contemporary debates about the impact of communication technologies on our daily lives. The course also focuses on the relevant legal and policy frameworks affecting the development of communication industries in Australia. Topics include: the woven history of communications technologies and social change; deregulation of telecommunications; the shift from a free-to-air "public trust" mixed broadcasting system to a multi-channel (and multi-media) system which includes pay-TV and other niche commercial services; cross-media and foreign ownership rules and their impact; globalisation of media industries, and the impact of free-trade-agreements; consumer protections and satisfaction levels with regard to communications/media industries, and the role of the regulators, including the ACCC; digital TV policies and the politics of analogue phase out; mobile phones and the rise of competition for Telstra; the sociological significance of text-messaging and other mobile services; digital divides and development issues; electronic surveillance, direct-marketing, and privacy protections; the arguments for and against a national ID card with biometric data; identity formation and culture in the so-called "information age"; electronic games; "blogging" or personal web-sites for journalistic and other purposes.

**Required Reading** Subject Book of Readings, and class handouts

**Class Contact** One-hour lecture, one hour workshop and 3 hours per semester mixed-mode participation (to be announced).

**Assessment** Assignment (60 per cent) and two class tests (2x20 per cent)

### ACC3056 ADVANCED MEDIA PRODUCTION

**Campus** St Albans

**Prerequisite(s)** ACC 3045 Video Production and/or ACC3046 Communicating with Radio

**Content** This 3rd year media production subject is designed to further develop the skills acquired in the subjects Video Production and Communicating with Radio. This subject is also available to students studying multimedia or computer mediated art who wish to further their production skills. This subject is designed to enhance students skills and understanding of current industrial practice in all aspects of radio and video production.

**Recommended Reading** To be advised by the lecturer

**Class Contact** 2.5-hour seminar each week

**Assessment** 50% assignments and class exercises, 50% final production and production diary.

### ACC3057 INTERPERSONAL AND GROUP COMMUNICATION

**Campus** St Albans and Footscray Park

**Prerequisite(s)** ACC1047 Culture and Communication and ACC1048 Media Culture and Society

**Content** This subject examines interpersonal and group communication within a variety of social contexts. The consequences
of size and structure of the group, differences in power and authority, goals of task advancement and group maintenance will be explored. Weekly workshops will provide students with extensive opportunities to develop their own communication skills.

**Required Reading**
To be advised by the lecturer

**Recommended Reading**
To be advised by lecturer

**Class Contact**
2.5 hour seminar per week

**Assessment**
Assessment will be based on series of theoretical and practical tasks. Journals 40%, Essay 40%, Glass based activity 20%

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**ACE3010 WRITTEN AND ORAL COMMUNICATION 3**

Refer to Health, Engineering and Science Handbook 2006

**ACE3020 WRITTEN AND ORAL COMMUNICATION 3 (PART-TIME)**

Refer to Health, Engineering and Science Handbook 2006

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**ACD1006 WEB PUBLISHING USING JAVA**

**Campus** Sunway, Malaysia

**Prerequisites** Nil

**Content**
This subject will provide students with the knowledge and skills to develop a dynamic web site. Animation and sounds are included. Topics covered include: Overview of World Wide Web; Web Pages Design guidelines; Introduction to HTML; Links and URLs in HTML documents; Security on Web; Introduction to Java Script; Java Script language Constructs; Built-in form objects in Java Script; Advanced topics in Java Script; Introduction to Java; Incorporating Java Applets; and Sample Java applets.

**Required Reading**
Forsyth, I., 1996, Teaching and Learning Materials and the Internet, London, Kogan Page

**Recommended Reading**

**Class Contact**
Four hours per week

**Assessment**
Coursework, 50%; Examination, 50%

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**ACD1010 COMPUTER APPLICATIONS**

**Campus** Sunway, Malaysia

**Prerequisites** Nil

**Content**
This subject gives students a detailed and secure foundation in the various computer technologies that they must master in order to function effectively in a technical role. This subject provides a high level, business oriented view of hardware, software and data communications. Topics include: Computer Applications; Computer Architecture; Data Storage Devices; Data Types and Data Flows; Operating Systems; Data Storage and Retrieval; Networks; Internet and Multimedia

**Required Reading**

**Recommended Reading**

**Class Contact**
Four hours per week

**Assessment**
Coursework, 50%; Examination, 50%

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**ACD1040 PROGRAMMING IN VISUAL BASIC**

**Campus** Sunway, Malaysia

**Prerequisites** Nil

**Content**
The purpose of this subject is to give an introduction to programming in Visual Basic. The subject covers topics which will give adequate knowledge of the techniques and measure of skills needed to create attractive and useful application programs that fully exploit the Graphical User Interface(GUI) by combining graphical design tools with a structured and event driven languages.

**Required Reading**

**Recommended Reading**

**Class Contact**
Four hours per week

**Assessment**
Coursework, 50%; Examination, 50%
Recommended Reading


Class Contact Four hours per week

Assessment Coursework, 50%; Examination, 50%.

ACD2006 SUN JAVA PROGRAMMING

Campus Sunway, Malaysia

Prerequisites Nil

Content The aim of this subject is to enable students to understand the syntax of the Java language, object-oriented programming in Java, create graphical user interfaces and to develop Java programs. Topics covered in this subject include: Getting Started, Identifiers, Keywords and types, Expression and Flow Control, Arrays, The AWT Component Library, Introduction to Java Applets, Advance Language Features, Objects and Classes, Exceptions in Java Language, Building Java GUIs, The AWT Event Model, Stream I/O and Files, Threads and Networking with Java.


Class Contact Four hours per week

Assessment Coursework, 50%; Examination, 50%.

ACE1001 AUSTRALIAN ENGLISH 1A

Campus Footscray Park

Prerequisite(s) Nil

Content Australian English-ESL is designed to enable students who are not sufficiently competent in English to successfully undertake other academic subjects. The subject aims to provide proficiency in speaking and writing Australian English, while increasing understanding of Australian society and the social uses and varieties of written and spoken language in Australia. It specifically aims to increase students’ proficiency in communication in Australia, both orally and in writing, at an academic/professional level; to enable students to achieve acceptable pronunciation and fluency in English; to make students aware of correct study skills; listening, reading and note-taking; to increase students’ understanding and use of Australian English vocabulary; to develop students’ writing abilities by studying various ‘kinds’ of writing; to increase students’ understanding of Australian society by concentrating on specific Australian themes.

Required Reading To be advised by lecturer.

Class Contact Four hours per week for one semester.

Assessment Oral presentations (2), 20%; synthesis, 10%; argumentative essay, 15%; aural tasks, 13%; class and homework exercises, 12%, examination, 30%. In order to pass the subject, all tasks must be completed; in particular, oral, aural and non-exam written components of the subject must all be completed satisfactorily. A pass in ACE1002 reflects a minimum acceptable level of proficiency in academic English.

ACJ1001 INTRODUCTION TO JAPANESE

Campus Footscray

Prerequisite(s) Nil

Content This subject teaches students without any background in Japanese how to use basic Japanese in many common every-day situations. Topics include greetings and self-introduction, university life, families and hobbies. The subject emphasises developing actual communication skills and incorporates conversation practices in small group settings with native Japanese speakers. Students will also learn the basics of Japanese reading and writing, hiragana and katakana.


Class Contact Four hours per week for one semester comprising a two-hour lecture and a two-hour tutorial. Lecture consists of grammar and Reading/Writing studies and practice based on newly acquired knowledge. Tutorial consists of conversation practices.

Assessment Conversation tests, 20%; Written assignments, 20%; Comprehensive written test, 40%; Kanji test, 10%; Listening test, 10%.

ACJ1002 JAPANESE 2

Campus Footscray

Prerequisite(s) ACJ1001 Introduction to Japanese, or equivalent

Content This subject aims to provide students with the knowledge, strategies and skills to cope with situations a traveller is likely to encounter in Japan. Students will learn not only how to use the Japanese language, but also communication rules and sociocultural behaviour appropriate in interaction with the Japanese people. Students are able to practice and develop conversation skills with native Japanese speakers in small group settings. This subject also introduces ‘Kanjı’ [Chinese Character Writing].


Class Contact Four hours per week for one semester comprising a two-hour lecture and a two-hour tutorial. Lecture consists of grammar and Kanji studies and practice based on newly acquired knowledge. Tutorial consists of conversation practices.

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Assessment Conversation tests, 20%; Written assignments, 20%; Comprehensive written test, 40%; Kanji tests, 10%; Listening test, 10%.

ACJ2001 JAPANESE 3
Campus Footscray Park
Prerequisite(s) ACJ1002 Japanese 2, or equivalent.
Content This subject assumes a moderate knowledge of Japanese. The students will be able to express themselves in daily situations, as the whole subject is designed to provide students with the basic grammar and conversation skills in a pre-coordinated Japanese environment. This subject also assumes a basic knowledge of Kanji. Approximately 15-20 Kanji will be introduced each week. Students are required to study kanji independently. By the end of this subject students will be expected to know approximately 250 characters.
Recommended Reading To be advised by lecturer.
Class Contact Three hours per week for one semester comprising a 90-minute lecturer and a 90-minute tutorial.
Assessment Conversation tests, 15%; Written assignments, 30%; Comprehensive written test, 20%; Kanji tests, 20%; Listening test, 15%.

ACJ2002 JAPANESE 4
Campus Footscray Park
Prerequisite(s) ACJ2001 Japanese 3, or equivalent.
Content This subject is designed to consolidate and expand students’ intermediate competence in spoken and written Japanese and to introduce vocabulary necessary to interact with Japanese inside and outside the class. Students have to attend two units of lecture/tutorial sessions per week. One unit consists of a grammar lecture, kanji studies and practice based on newly acquired knowledge with an emphasis on practical use of language. Approximately 15-20 kanji will be introduced each week. Students are required to study kanji independently. By the end of this subject students will be expected to know approximately 450 kanji. The other unit consists of conversation practices. The skills gained through situational role-plays will help them to become more fluent and competent in a predominantly Japanese environment.
Recommended Reading To be advised by lecturer.
Class Contact Three hours per week for one semester comprising a 90-minute lecturer and a 90-minute tutorial.
Assessment Conversation tests, 25%; Written assignments, 20%; Comprehensive written test, 20%; Kanji tests, 20%; Listening test, 15%.

ACJ2004 JAPANESE CONVERSATION
Campus Footscray Park
Prerequisite(s) ACJ2002 Japanese 4, or equivalent.
Content This subject aims to improve Japanese conversation skills in a variety of topics in business as well as every day situations so that students become more confident in communicating in Japanese outside class. The ‘Japanese environment’ is introduced in class. Students will be divided into small groups according to their background and interests in Japanese language learning and will be encouraged to practice conversation with native Japanese speakers. Appropriate materials will be selected for each student.
Required Reading Bunka Institute of Language 1997 Tanoshiku Honasoo, Bonjinsha Co. Ltd., Japan.
Recommended Reading To be advised by the lecturer.
Class Contact Three hours per week for one semester comprising a 90-minute lecturer and a 90-minute tutorial.
Assessment Conversation tests, 30%; Written assignments, 30%; Comprehensive written test, 30%; Listening test, 10%.

ACJ2001 JAPANESE CULTURE AND SOCIETY
Campus Footscray Park
Prerequisite(s) Nil.
Content The subject aims to provide students with a broad knowledge of Japan and its people. Students will be introduced to Japanese cultural traditions and social systems in a variety of ways. The topics include sources of Japanese identity, the house and family system, the educational system, ritual and the life cycle, political and social structure, arts, etc. At the conclusion of the subject, students will be equipped with a good understanding of Japanese culture and society useful in interaction with Japanese people. This subject is delivered in English and there is no prerequisite.
Recommended Reading To be advised by the lecturer.
Class Contact Three hours per week for one semester comprising a 90-minute lecturer and a 90-minute tutorial.
Assessment 2000 word essay, 40%; Take home exercises 20%; Written test, 40%.

ACJ3001 JAPANESE 5
Campus Footscray Park
Prerequisite(s) ACJ2002 Japanese 4, or equivalent.
Content This subject aims to consolidate and further develop competence to interact with Japanese. A broad knowledge of Japanese cultural traditions will be introduced in a variety of reading. While conversation practice continues to be a main part of the subject, more emphasis will be placed on reading and writing unit than previously. Students have to attend two units of lecture/tutorial sessions per week. In the tutorial sessions students are divided into small groups individually assisted by Japanese teachers. Students are required to study kanji independently. By the end of this subject students will be expected to know approximately 650 characters.
Recommended Reading To be advised by lecturer.
Class Contact Three hours per week for one semester comprising a 90-minute lecturer and a 90-minute tutorial.
Assessment Conversation tests, 25%; Written assignments, 20%; Comprehensive written test, 20%; Kanji tests, 20%; Listening test, 15%.

ACJ3002 JAPANESE 6
Campus Footscray Park
Prerequisite(s) ACJ3001 Japanese 5, or equivalent.
Content This course aims to develop further competence for the student to interact with Japanese people. It is designed to build students’ intermediate-advanced competence in spoken and written Japanese. Useful expressions and relevant vocabulary are
introduced in order to talk about everyday topics. The course provides students with the opportunity to develop their skills in reading Japanese systematically. The course is structured to enhance students' language skills to express themselves in everyday situations they encounter either inside or outside the class. Approximately 15-20 Kanji will be introduced each week. Students are required to study kanji independently. By the end of the subject students will be expected to know approximately 650 characters.

**Required Reading**

**Recommended Reading**
To be advised by the lecturer.

**Class Contact**
Three hours per week for one semester comprising a 90-minute lecturer and a 90-minute tutorial.

**Assessment**
Conversation tests, 25%; Written assignments, 20%; Comprehensive written test, 20%; Kanji tests, 20%; Listening test, 15%.

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### ACJ3003 ADVANCED JAPANESE 1

**Campus** Footscray Park

**Prerequisite(s)** ACJ3002 Japanese 6 or equivalent.

**Content** The subject aims to consolidate the knowledge of Japanese acquired at intermediate level and develops it to an advanced level. Both the spoken and written components will be given equal attention. The subject consists of advanced work in Japanese grammar and communication. An effective way of reading is introduced. The text covers the variety of topics focusing on Japanese society and culture.

**Required Reading**

**Recommended Reading**
To be advised by the lecturer.

**Class Contact**
Three hours per week for one semester comprising a 90-minute lecturer and a 90-minute tutorial.

**Assessment**
Conversation tests, 25%; Written and reading assignments, 20%; Comprehensive written test, 20%; Kanji tests, 20%; Listening test, 15%.

### ACJ3004 ADVANCED JAPANESE 2

**Campus** Footscray Park

**Prerequisite(s)** ACJ3003 Advanced Japanese 1 or equivalent.

**Content** The subject aims to enhance the students understanding of Japanese society and culture through the text with medium and higher level of difficulty. The additional reading texts will be selected to match the competence of the students. The subject also includes components to enhance spoken as well as written competence in order to provide students with an opportunity to practice conversation and essential writing skills required in real situations.

**Required Reading**

**Recommended Reading**
To be advised by the lecturer.

**Class Contact**
Three hours per week for one semester comprising a 90-minute lecturer and a 90-minute tutorial.

**Assessment**
Conversation tests, 25%; Written and reading assignments, 20%; Comprehensive written test, 20%; Kanji tests, 20%; Listening test, 15%.

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### ACJ3006 READING JAPANESE TEXTS

**Campus** Footscray Park

**Prerequisite(s)** ACJ3002 Japanese 6 or equivalent.

**Content** This subject provides students with the opportunity to develop their skills in reading Japanese in order to collect relevant information for their future research or for their needs in their future career. Students are required to interact with a wide range of texts, which demonstrate various features of Japanese language through detailed readings. Texts used in this subject will be selected from a variety of sources including newspaper and magazine articles, business documents, essays, short stories and extracts from famous Japanese novels. The topics of texts will cover Japanese contemporary society and business related matters as well as Japanese culture. Students will be asked to read the quantity suitable for their level of translation skills with an aid of a dictionary. The subject starts with providing practice sessions for improving general reading skills and vocabulary building.

**Required Reading**

**Class Contact**
Three hours per week for one semester comprising a 90-minute lecturer and a 90-minute tutorial.

**Assessment**
Reading assignments 30%; Translation assignments 30%; Test 40%.

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### ACL1001 READING CONTEMPORARY FICTION

**Campus** St. Albans, Footscray Park

**Prerequisites** Nil.

**Content** This subject will introduce 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.

**Required Reading**
Alan Duff, Once Were Warriors; Toni Morrison, The Song of Solomon; Margaret Atwood, Cat’s Eye; Christos Tsiolkas, Loaded. There will be a subject reader.

**Recommended Reading** (reference only) M.H. Abrams, A Glossary of Literary Terms.

**Class Contact**
27 hours over one semester comprising a one-hour lecture and a one-hour tutorial for 12 weeks, plus one 3-hour writing workshop to be scheduled by lecturer during semester.

**Assessment**
Close reading essay (1000 words) 25%; critical essay (2000 words) 50%; short exam (multiple choice), 25%.

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### ACL1002 STUDYING POETRY AND POETICS

**Campus** St. Albans, Footscray Park

**Prerequisites** Nil.

**Content** This subject 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 upon the formal elements and the varieties of poetry and the social and cultural contextual influences upon these:
ACL2006 TRANSNATIONAL INDIGENOUS LITERATURE: ABORIGINAL, NAVIE NORTH AMERICAN AND MAORI WRITING

Campus Footscray Park
Prerequisites First-year foundation subjects in Literary Studies, ACL1001 Reading Contemporary Fiction and ACL1002 Studying Poetry and Poetics.
Content This subject 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 subject 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 subject 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’.
Class Contact 27 hours over one semester comprising a one-hour lecture and a one-hour tutorial for 12 weeks, plus one 3-hour writing workshop to be scheduled by lecturer during semester.
Assessment Close reading essay (1000 words) 30%; critical essay (2000 words) 50%; short exam (multiple choice), 20%.

ACL2014 POPULAR FICTIONS

Campus St Albans
Prerequisite(s) Any two first-year Literary Studies or Professional Writing subjects.
Content This subject examines the development of popular fictions such as detection and murder mysteries, family saga, and horror. A range of print media forms will be discussed including comic-book. Issues of reader reception, writing, and marketing will be examined. The politics of cultural production will be a constant frame of reference for the examination of specific texts.
Required Reading To be advised by lecturer.
Class Contact 30 hours over one 12-week semester comprising a combination of lectures, tutorials and workshops.
Assessment Essay, 40%; seminar paper, 30%; essay or research paper, 30%.

ACL2050 CHILDREN’S TEXTS

Campus St Albans, Footscray Park
Prerequisite(s) Any two first-year Literary Studies or Professional Writing subjects.
Content This unit 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.
Required Reading To be advised by lecturer.
Class Contact 30 hours over one 12-week semester comprising a combination of lectures, tutorials and workshops.
Assessment Creative writing piece with drafts (1500 words) 30%; essay (2000 words) 40%; exam 30%.

ACL3007 RE-PRESENTING EMPIRE: LITERATURE AND POSTCOLONIALISM

Campus Footscray Park, St Albans
Prerequisite(s) First-year foundation year subjects in Literary Studies, ACL1001 Reading Contemporary Fiction and ACL1002 Studying Poetry and Poetics.
Content This subject involves an intensive study of the four set British and European nineteenth-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.
Required Reading Jane Austen, Pride and Prejudice, Charles Dickens, Great Expectations, James Joyce, Dubliners (all Penguin) plus other material to be advised by lecturer
Class Contact 27 hours over one 12-week semester comprising a combination of lectures, tutorials and workshops.
Assessment Close reading essay (1000 words) 25%; critical essay (2500 words) 50%; exam, 25%.

ACL2007 ROMANCE AND REALISM

Campus Footscray Park, St Albans
Prerequisite(s) First-year foundation year subjects in Literary Studies, ACL1001 Reading Contemporary Fiction and ACL1002 Studying Poetry and Poetics.
Content The subject involves an intensive study of the four set British and European nineteenth-century novels, with a focus upon the interplay within each of the conflicting elements of ‘realism’ and
Content This subject 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 polities 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.


Class Contact 27 hours over one semester comprising a one-hour lecture and a one-hour tutorial for 12 weeks plus one 3-hour writing workshop to be scheduled by lecturer during the semester.

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

ACLS104 WRITING SELVES

Campus St Albans, Footscray Park
Prerequisite(s) Any two first-year Literary Studies or Professional Writing subjects.

Content This subject 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 subject will be examined. Gender, race and ethnicity will be a continuing focus.


Recommended Reading To be advised by lecturer.

Class Contact 30 hours over one 12-week semester comprising lectures, tutorials and workshops.

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

ACLS106 WORKING CLASS WRITING

Campus Footscray Park, St Albans
Prerequisites First-year foundation year subjects in Literary Studies, ACL1001 Reading Contemporary Fiction and ACL002 Studying Poetry and Poetics.

Content 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 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 subject also pays attention to questions of critical perspectives and forms of critical responsibility towards working class people, culture and politics.

Required Reading Emile Zola, Germinal [Penguin] plus other material to be advised by lecturer.


Class Contact 27 hours over one 12-week semester comprising a combination of lectures, tutorials and workshops.

Assessment minor essay [1000 words] 25%; critical essay [2500 words] 50%; exam, 25%.

ACM1003 ANIMATION FOR MULTIMEDIA

Campus St Albans, Footscray Park
Prerequisite(s) Nil

Content Animation is widely used in computer-based applications for the Web, CD ROM and digital video productions. This subject provides students with an introduction to basic concepts to developing animations for a variety of viewing formats. The subject provides the necessary foundation skills and aesthetic knowledge to produce basic computer animation for multimedia.

Required Reading Patton, Brooks and Franklin, Derek, 1999, Creative Web Animation, Peachpot Press.


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

Assessment One class exercise, 20%; Major Flash project, 50%; Director project, 40%.

ACM1004 DESIGN FOR MULTIMEDIA

Campus St Albans, Footscray Park and Sunway (Malaysia)
Prerequisite(s) Nil

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


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

Assessment Four class exercises each concentrating on practising a specific skill, graded in difficulty, 20%; major project, 20%; brief writing exercise 20%, and an exam, 20%.
ACM1005 INTRODUCTION TO WEB DEVELOPMENT

Campus St Albans
Prerequisite(s) Nil
Content This subject introduces students to software required for making interactive digital projects. The subject builds on existing skills in Director software, introducing students to Lingo programming. The subject also builds on existing skills in Flash software and introduces students to action scripting. The subject will develop the students' understanding of elements of concept development and interactive screen and navigational design.
Required Reading To be advised by lecturer.
Class Contact Two hours per week for one semester comprising a two-hour workshop.
Assessment Participation, 5%; Interactive, 20%; Exam, 10%; Technical problem solving, 15%; Database exercise, 40%; Project plan, 10%.

ACM1006 DIGITAL SOUND AND VIDEO

Campus St Albans, Footscray Park
Prerequisite(s) Nil
Content Multimedia professionals need to be experts in producing digital forms of the 'old' recorded arts such as video, sound, text, as well as experts in putting these old forms together into new digital forms. This subject 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 violent language, techniques for shooting and editing digital video, and the operation of sound with digital video. The subject 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.
Required Reading To be advised by the lecturer.
Class Contact Four hours per week for one semester comprising a one-hour lecture and a three-hour workshop.
Assessment Soundscape, 20%; Video monologue script and storyboard, 20%; Video monologue project, 40%; Reading Responses 20%.

ACM2003 ANIMATION FOR MULTIMEDIA

Campus St Albans, Footscray Park
Prerequisite(s) ACM1003 Animation for Multimedia
Content This subject introduces students to software required for making interactive digital projects. The subject builds on existing skills in Director software, introducing students to Lingo programming. The subject also builds on existing skills in Flash software and introduces students to action scripting. The subject will develop the students' understanding of elements of concept development and interactive screen and navigational design.
Required Reading To be advised by lecturer.
Class Contact Two hours per week for one semester comprising a two-hour workshop.
Assessment One in-class exercises, 10%; Director project, 40%; Flash project 50%.

ACM2007 INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION

Campus St Albans, Footscray Park and Sunway (Malaysia)
Prerequisite(s) Nil
Content This unit provides an overview of the latest software packages required for new technology applications. Students will develop practical content for current new technology applications that have become available commercially. This may include practical exercises such as, for example, developing games appropriate to use on mobile phones. The unit will have a theoretical component where research methods to enable students to keep abreast of technological changes will be identified and explored. Students will be introduced to the theory and practice of instructional design. Students will also gain skills in interactive design including game design theory and practice.
Required Reading To be advised by lecturer.
Class Contact Two-hour workshop per week.
Assessment will be based on a series of theoretical and practical tasks. A written assignment about research methods, 30%; Instruction design assignment, 35%; Games development assignment, 35%.

ACM2008 DYNAMIC WEB DEVELOPMENT

Campus St Albans, Footscray Park and Sunway (Malaysia)
Prerequisite(s) ACM2008, ACM2003, ACM1006
Content This subject 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 subjects. It focuses on advanced use of Flash software and introduces students to action scripting. This subject also teaches technical control of web development through action scripting, HTML, XML and data base integration. Students are expected to spend at least five hours a week out of class experimenting with ideas and developing technical skills.
Required Reading To be advised by the lecturer.
Class Contact Four hours per week for one semester comprising a one-hour lecture and a three-hour workshop.
Assessment Participation, 5%; Interactive, 20%; Exam, 10%; Technical problem solving, 15%; Database exercise, 40%; Project plan, 10%.

ACM3003 DVD AND SCRIPT DEVELOPMENT

Campus St Albans, Footscray Park
Prerequisite(s) ACM2008, ACM2003, ACM1006
Content This subject is designed to assist students to follow their personal interest through developing a proposal for a major project to be completed in 3B. During the semester students will learn skills in special effects and interactive DVD production using Final Cut Pro video post-production software and DVD Studio Pro.
Required Reading To be advised by the lecturer.
Class Contact Two hours per week for one semester comprising a two-hour workshop.
Assessment Major Project proposal, 35%; DVD Concept 5% DVD Project, 40%; Peer Script evaluation 20%.
### ACM3004 GRADUATING PROJECT

**Campus** St Albans, Footscray Park  
**Prerequisite(s)** All Multimedia Units  
**Content** The purpose of this final semester is to fine-tune technical and creative skills through the production of an individual graduating project delivered as a CD-ROM, website, DVD or linear video production. Students are encouraged to assist each other with their final projects. The major project will be based on the script approved by the tutor in semester one. Any software available at the University may be used in this semester’s production. Original sound recordings recorded both in the studio and on location are required in these projects. This project must demonstrate skills in scriptwriting, design, use of sound, effective use of multimedia software, production planning and management. The project can be a creative or commercial work of either a documentary or fictional format. The final project may also be an installation or performance with a final component of multimedia included as an integral component of the work.  
**Required Reading** To be advised by lecturer  
**Class Content:** Two hours per week for one semester comprising - a two-hour workshop.  
**Assessment** Alpha test, 30%; Final project, 70%.

### ACM3005 INDUSTRY & EMPLOYMENT CONTENT

**Campus** St Albans, Footscray Park and Sunway (Malaysia)  
**Prerequisite(s)** Nil  
**Content** This unit of study has been designed to prepare students for employment in a wide range of professions that they are qualified to undertake as a result of their degree studies in multimedia. Students will undertake practical exercises to learn research techniques for employment. During the unit they will receive personal advice to develop a professional curriculum vitae and other employment aids such as show-reels and/or demonstration web sites. Students who have received an average mark of credit or above in their multimedia studies are eligible to participate in an industry placement program. Students will increase their industry awareness of professional associations and exhibition opportunities through instruction in this unit.  
**Required Reading** To be advised by lecturer.  
**Recommended Reading** To be advised by lecturer.  
**Class Content** Two-hour workshop per week.  
**Assessment** will be based on a series of theoretical and practical tasks. A written assignment on job search research methods - including job application and CV pass/fail industry placement, 30%; Employment aids assignment: development of website or show reel, 35%; Free choice assignment - developing a funding application or professional submission of work to several festivals/or online exhibitions, 35%.

### ACM4001 THEORY AND RESEARCH IN MULTIMEDIA

**Campus** Footscray Park and/or St Albans  
**Prerequisite(s)** Bachelor of Multimedia Systems  
**Content** 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.  
**Required Reading** To be advised by lecturer  
**Class Content:** A weekly seminar of 1.5 hours together with directed studies, and attendance at Departmental research seminars  
**Assessment** Review Essay, 25%; Annotated Bibliography, 25%; Thesis Proposal, 50%.

### ACM4002 MULTIMEDIA RESEARCH PROJECT

**Campus** Footscray Park and/or St Albans  
**Prerequisite(s)** ACM4001 Theory and Research in Multimedia  
**Content** 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: 1) a creative project involving production of a Multimedia work or collection of works (eg. For Web, CD-Rom, DVD) together with an accompanying exegesis; 2) 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 subject, ACM4001, a detailed proposal will be developed.  
**Required Reading** Dependent on the chosen topic  
**Recommended Reading** Dependent on the chosen topic  
**Class Content:** A weekly supervision session with nominated supervisor  
**Assessment** Final Thesis or Multimedia Work/s + Exegesis, 100%.

### ACP1053 INTRODUCTION TO CREATIVE WRITING

**Campus** St Albans  
**Prerequisite(s)** Nil  
**Content** This subject introduces students to the creative writing strand in the major in Professional Writing. The subject 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 short film scripts, 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 course also features short film screenings and guest lectures by creative writers.  
**Required Reading** To be advised by lecturer.  
**Class Contact** 36 hours for one semester, comprising one one-hour lecture and one two-hour workshop per week.  
**Assessment** One autobiographical story, 30%; one short story, 40%; one portfolio, 30%.
ACP1054 INTRODUCTION TO MEDIA WRITING

Campus St Albans
Prerequisite(s) Normally ACP1053 Introduction to Creative Writing.

Content This subject introduces students to the media writing strand in the major in Professional Writing. The subject focuses on three writing areas – advertising, journalism and public relations – and teaches key techniques used to write advertisements, and news and feature stories for the print media, and to write a range of public relations materials, from media releases to speeches. Students read a variety of media material, ranging from advertisements to news and feature stories from newspapers and magazines, and the speeches of politicians. Lectures focus on the historical development of the media industries, their contemporary context, and the role of the advertising copywriter, journalist and public relations professional in these industries. The course also features guest lectures by media writers.

Required Reading To be advised by lecturer.


Class Contact 36 hours for one semester, comprising one one-hour lecture and one two-hour workshop per week.

Assessment One print advertisement assignment, 30%; one feature article, 40%; one portfolio, 30%.

ACP2064 WRITING AND CULTURAL DIFFERENCE

Campus St Albans
Prerequisite(s) Normally ACP1053 Introduction to Creative Writing; ACP1054 Introduction to Media Writing or ACC1047 Culture and Communication; ACC1048 Media, Culture and Society. Exemptions to these prerequisites may be granted by the Discipline Leader or Subject Co-ordinator on a case-by-case basis.

Content Explores and critiques the categories of 'cultural' and 'difference' and the current debates surrounding the categories and status of 'migrant', 'multicultural', 'indigenous' and 'Australian writing' by looking at a selection of contemporary 'Australian' writing that challenges or re-defines notions of Australian identity, literary history and cultural production. The focus is on creative works written by Australian Indigenous writers and writers from non-English speaking background; on writing that has arguably been produced from the 'margins' of dominant Australian literary traditions and that locates itself explicitly in terms of difference from and critique of those dominant traditions. Though the focus is ethnicity and race, the intersections between gender, sexuality, class, race, and ethnicity will be considered, and the privileging of the 'dominant' groups will be scrutinised. Through the semester there will be sustained emphasis on critical frameworks that attempt to locate the aesthetics of 'difference' within a broader notion of the politics of difference/difference as politics.

Required Reading To be advised by lecturer.

Class Contact 30 contact hours per semester, comprising lectures, workshops and mixed-mode delivery.

Assessment One analytical essay, 35%; one creative piece, 35%; one take-home examination, 30%.

ACP2067 GENDER AND GENRE IN SHORT FICTION

Campus St Albans
Prerequisite(s) First year subjects in Professional Writing and/or Literary Studies and/or Communication Studies and/or Gender Studies.

Content This subject 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 (1) genre: both the genre of 'the short story' and genres of fiction such as horror, detective etc. and (2) gender: the different ways in which masculinities/femininities are written and impact on the writing of short fiction. Students completing the subject 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.

Required Reading To be advised by lecturer.


Class Contact 30 hours for one semester, comprising lectures, workshops and mixed mode delivery.

Assessment One short story, 30%; one analytical essay, 40%; one in-class test, 30%.

ACP2069 WRITING FOR THE WEB

Campus St Albans
Prerequisite(s) (Normally) ACP 1053 Introduction to Creative Writing; ACP 1054 Introduction to Media Writing.

Content This subject examines form and content areas in Web publication, and develops creative, journalistic and corporate writing skills for the Web. The subject explores the diversity of Web publications and electronic communities, and enables students to research and practice writing for the Web. Topics covered include: writing for print compared to computer screen; online writing genres, including hyperfiction, Weblogs, Web bio, Web news and features, Web newsletters, intranets, home and content pages; the electronic publishing industry; interactivity, linearity, and functionality; Web audiences and Web communities. Skills taught will include: writing simple HTML code; understanding and writing hyperlinks; Web research, including assessing online information quality, accessing online sources, and online interviewing; writing styles and editing for Web publication; page design; mainstream and niche Web publishing forms.

Required Reading To be advised by lecturer.


Class Contact 30 hours per semester, comprising lectures, workshops, and mixed-mode delivery.

Assessment One hyperfiction or Web journalism or corporate Web writing assignment, 50%; one portfolio comprising five edited and revised pieces of Web writing from workshops, 50%.
ACP2070 EDITING PRINCIPLES AND PRACTICE

Campus St Albans
Prerequisite(s) Normally ACP1053 Introduction to Creative Writing; ACP1054 Introduction to Media Writing.

Content This subject 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 subject looks at the principles and practice of structural editing, copy editing, proof reading 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.

Required Reading Janet Mackenzie, The Editor’s Companion, Cambridge UP, 2004

Class Contact 30 hours over one semester, comprising lectures, workshops and tutorials.

Assessment Critique assignment, 20%; editing project or essay, 40%; exam, 40%.

ACP2078 PERFORMANCE WRITING

Campus St Albans
Prerequisites ACP 1053 Introduction to Creative Writing; (Normally) ACP 1054 Introduction to Media Writing; or demonstrated interest and competence in performance writing.

Content The subject examines contemporary writing for performance in television, radio, film and theatre. The subject emphasises dramatic and comedy writing for performance, and enables students to develop script writing across formats. Topics include: dramatic stories, television drama, radio and television comedy, and stories for film. The subject develops writing character monologues and dialogue, writing a scene, working with character conflict (external and internal), creating narrative tension and working with themes to write a story. The different demands of writing for commercial and public television, industry formats, and short film markets will be considered. Emphasis will be placed on viewing different genres of television drama and short film, and on attending live theatre performances.

Required Reading To be advised by lecturer.


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

Assessment Assignment (60%) and folio work (40%).

ACP2079 PUBLISHING PRINCIPLES AND PRACTICE

Campus St Albans
Prerequisites Normally ACP2070 Editing Principles and Practice

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


Class Contact 30 hours over one semester, comprising lectures, workshops and tutorials.

Assessment Group publication project, 50%; publishing proposal, 20%; exam, 30%.

ACP3049 WRITING AND PRODUCING THE DOCUMENTARY

Campus St Albans
Prerequisites Completion of 2nd year Professional Writing subjects (including ACP2070 Editing Principles and Practice) and/or completion of ACC 3045 Video Production.

Content This subject 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 diversely-skilled production team. Topics covered will include: documentary analysis; research and pre-production techniques; scripting techniques, including narration and dramatisation; stages of production; direction techniques; digital editing; the marketplace. There is also an emphasis on biopics and rock docs. The subject and its assessment is 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 miniDV digital cameras and edit using Mac-based digital technology. Some use of WebCT is required. This subject has a $40.00 material charge.

Required Reading A book of readings.


Class Contact One one-hour lecture/screening and one two-hour workshop, some mixed mode

Assessment Proposal and treatment for individual documentary, 20%; critique of a documentary OR critique of a first draft scripts via WebCT, 20%; final script OR final production, 60% (For production students, 40% of the 60% will be a group mark for each production unit, with 20% as a mark for individual contribution to the project).

ACP3051 WRITING FOR PUBLIC RELATIONS AND ADVERTISING

Campus St Albans
Prerequisite(s) Normally ACP1053 Introduction to Creative Writing; ACP1054 Introduction to Media Writing; ACP2070 Editing Principles and Practice.

Content What does it mean to be a citizen in Australian society? What are a citizen’s rights to express an opinion and participate in a democratic society? Public relations is often confused with men in grey suits and a great deal of hand shaking-advertising with gimmickry and the corporate product. Yet ‘relating’ to the ‘public’ is not a specialist activity. We all have the right to be involved in the ‘public sphere’, promote different forms of information, hold ‘public opinions’ and persuade others of our point of view. In this subject we look at some theoretical and social contexts for public relations and advertising and the different perspectives involved. We consider beliefs and ideology, the public sphere and public opinion, the media, rhetoric, arguments and audiences. In the section on advertising, we look at the economics, regulation and production of advertising and methods of reading its meanings. Students will have the opportunity to analyse the professional writing skills covered and develop their own writing skills.

Required Reading Two books of readings.

**Class Contact** Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop (some mixed mode)

**Assessment** Essay in public relations and advertising, 25%; portfolio work 50%; client task, 25%

**ACP3053 ADVANCED FICTION WRITING**

**Campus** St Albans

**Prerequisites** ACP 1053 Introduction to Creative Writing and either ACP2067 Gender and Genre in Short Fiction or ACP2064 Writing and Cultural Difference, or demonstrated interest and competence in creative writing. A folio of creative writing may be requested prior to approval of enrolment.

**Content** This subject focuses primarily on short story writing and further develops the writing techniques and approaches to fiction practised in first and second year creative writing subjects. The subject will revisit conventional realist writing techniques but emphasis will be placed on innovative departures from realism (such as new Gothic, magic realism, metafiction and intertextual fiction) and students will be encouraged to experiment with story length and form. Students will read a range of short fiction by Australian and international writers, several recently published novels, and a variety of extracts by contemporary writers on writing technique. Students will become familiar with a range of contemporary Australian literary magazines and will be required to submit at least one short story to a literary magazine for publication; they will also be required to read a range of book reviews from newspapers and literary magazines. At least one workshop in the subject will be conducted by a locally-based fiction writer.

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


**Class Contact** 30 hours for one semester, comprising lecture/seminars, workshops and mixed mode delivery.

**Assessment** One short short story, 30%; one longer short story, 40%; one book review, 30%.

**ACP3055 PROFESSIONAL WRITING PROJECT**

**Campus** St Albans

**Prerequisite(s)** A minimum of seven semester length subjects towards the Professional Writing major, including ACP2070 Editing Principles and Practice

**Content** This subject is designed to enable students to further develop, integrate and apply writing expertise and skills, and to familiarise students with the demands made on professional writers in the professional environment. Two options are available to students. The choice of option will depend partly on each student’s particular writing interests and partly on the availability of an appropriate placement.

**Option 1 Group Project** This involves a group of students participating in a substantial writing and/or publishing project that requires each one to contribute to the project and to undertake a range of writing/publishing/performance tasks to ensure the project’s satisfactory completion. Examples of such projects include: editing and publishing of a literary magazine; writing and production of a weekly Campus newspaper or magazine-style radio program; development, production and ongoing maintenance of a writing – based website. The contribution of each student to the project should constitute the equivalent of a third of a full-time load of study (ie at least 130 study hours across the semester to a maximum of 180 study hours). Each group will be supervised by a writing lecturer and will meet regularly with their designated supervisor.

**Option 2 Work Integrated Project/ Placement** This involves an industry placement in an area of interest to the student in an organization which employs professional writers and is able to provide adequate professional oversight of a student on placement.

During the placement the student is expected to engage in a range of writing tasks within the organization and to compile a folio of writing pieces developed and refined/ published. The placement is expected to equate to a minimum of 15 days of fulltime employment. Students have the option of sourcing their own potential placement which then needs to be approved by the subject co-ordinator. The co-ordinator may provide assistance to students in sourcing suitable placements.

**Required Reading** To be advised by lecturer depending on selected option.

**Class Contact** Depends on option selected. Option 1 – regular weekly/ fortnightly meeting of the group with the academic supervisor; Option 2 – placement orientation seminar + 15 days placement + participation in end-of-semester debriefing seminar.

**Assessment** Each option includes the capstone task. Option 1 – Folio of individual work contributed to the group project, 60%; Final Group Achieved Project Outcome, 20%; Capstone task, 20%. Option 2 – Folio of work produced in the placement, 60%; Job search report/job application, 20%; Capstone task, 20%. Note that the capstone task comprises a representative portfolio of assessed work produced in Professional Writing subjects throughout the degree, and a critical reflection on the relevance of the Professional Writing course to future work in the Professional Writing field. Note also that to pass this subject it is required that the quality of work produced by the student is of a standard acceptable for employment in graduate level positions involving professional writing in the selected area of specialisation.

**ACS1081 BEGINNERS SPANISH A**

**Campus** Footscray Park and St. Albans

**Prerequisite(s)** Nil

**Content** The content of this subject aims to develop, the correct use by students of basic structures and vocabulary in contextual settings. The thematic approach integrates grammar, vocabulary and syntax in such a manner that will enable students to gain an understanding of language use, starting with simple functions and progressing the students’ learning through increasingly complex situations and settings. Students will learn how to describe themselves and others, their clothing, likes and dislikes, and their immediate environment, as well as to talk about their family and people on other societies and cultures, within the constraints of the content appropriate to a beginners unit.


**Recommended Reading** None, but students are encouraged to browse through the simplified Spanish readers in the Library on their own time.

**Class Contact** Two 2 hour workshops and a one hour self directed computer lab session per week
Assessment

Weekly written assignments 15% Correo assignments [reply to letters for each chapter] 15% Listening comprehension tests (in class) 10% Mid semester written test 10% Final written exam 30% Final aural comprehension exam 10% Spanish Camp presentation (Group dialogue) 10%

ACS1082 BEGINNERS SPANISH B

Campus Footscray Park and St Albans
Prerequisite(s) Beginners Spanish A (ACS1081) or equivalent
Content This subject aims to develop the correct use by students of increasingly complex structures and vocabulary in a variety of contextual settings. The thematic approach integrates grammar, vocabulary and syntax in such a manner that will enable students to gain an understanding of language use appropriate to the topics of study. Students will learn how to use vocabulary and grammar according to the different situational contexts introduced in the unit, and gain an understanding of the importance of register and appropriate idiomatic use.
Recommended Reading None, but students are encouraged to browse through the simplified Spanish readers in the Library on their own time.
Assessment Weekly written assignments, including Correo letters, 20%, End of Unit tests (aural comprehension and written) 20% Group Dialogue (class presentation), 10% Aural Comprehension Exam 10% Final written exam 30% Individual Oral Exam 10%

ACS2005 CONSTRUCTION OF NATIONHOOD IN SPAIN AND LATIN AMERICA

Campus Footscray Park
Prerequisite(s) Intermediate Spanish B or equivalent level of proficiency in Spanish
Content Student will be introduced to the historical, social, political and economic developments that contributed to the emergence of the contemporary societies that constitute the nations of Spain and those of the region known as Latin America. The subject surveys these developments from the origins of these nations in the very early civilizations in the Iberian Peninsula and the New World to the often fraught and conflictive creation of modern, democratic forms of government, and of the legal, social and economic institutions that continue to shape the character of these nations, their languages and cultures, in our own times.


Updated references for both Spain and Latin America, in English to be advised by the lecturer.

Class Contact Three hours per week for one semester, comprising classes and seminars.
Assessment Weekly written assignments [journal] 30% Group Project [class presentation] 15% Individual research project/essay 20% Class participation (summarising and presentation of weekly topics) 10% Final Exam 25%
The assessment is subject to revision, depending on the composition of the group and number of students taking the unit as part of their Spanish and Spanish Studies major and those taking it as part of the International Studies program, the International Communication and International Cultural Studies major or as a unit to complement their degree in the Faculty of Arts or across the university.
Those students taking the unit not as part of their Spanish major will be allowed to write their assignments in English and use English as a language of discussion and class participation.
Any change in the assessment will be negotiated between students and lecturer.

ACS2083 INTERMEDIATE SPANISH A

Campus Footscray Park
Prerequisite(s) Beginners Spanish B (ACS2073) or equivalent level of proficiency in Spanish
Content The content introduced in this subject expands the students’ understanding and appreciation of the Spanish-speaking world, its customs, traditions and socio-economic and political contexts. The thematic approach favoured in the introductory units, Beginners Spanish A and B, will continue to provide the framework, with more complex materials, for further developing the students’ linguistic skills, as well as their cultural understandings of the rich variety of Spanish-speaking countries.
Class Contact Three hours per week for one semester comprising classes and seminars, as well as one hour self-access computer lab work.
Assessment Weekly written assignments, 30% Mid-semester tests [Written and Aural Comprehension], 20% Group Project [class
presentation), 10% Final Written Exam, 30% Final Aural Comprehension Exam, 10%

AC52084 INTERMEDIATE SPANISH B

Campus Footscray Park

Prerequisite(s) Intermediate Spanish A (AC52083) or equivalent level of proficiency in Spanish

Content The content introduced in this subject expands the students' understanding and appreciation of the Spanish-speaking world, its customs, traditions and socio-economic and political contexts. The thematic approach favoured in the previous units and throughout the teaching of the entire major, will continue to provide the framework, with more complex materials, for further developing the students' linguistic skills, as well as their cultural understandings of the rich variety of Spanish-speaking countries.


Class Contact Three hours per week for one semester comprising classes and seminars, as well as one-hour self-access computer lab work.

Assessment Weekly written assignments, 30% Mid-semester tests [Written and Aural Comprehension], 20% Group Project (class presentation), 10% Final Written Exam, 30% Final Aural Comprehension Exam, 10%

AC53083 SPANISH IN BUSINESS AND INTERNATIONAL TRADE

Campus Footscray Park

Prerequisite(s) Intermediate Spanish B or equivalent

Content Students will learn about the organization of corporations, their legal structure and limitations; will be able to understand simple banking and finance documents and transactions; will be acquainted with the basic principles of marketing and advertising; of buying and selling practices, and import and export operations, international trade documentation and correspondence. By means of specific and hypothetical cases, they will be exposed to real and simulated situations in which they will learn the appropriate terminology and use of documentation, in a variety of oral and written exercises. As an integral part of the students' development of cultural sensibility, a number of cultural readings will be introduced, with background demographic, cultural and commercial information on the main regions of the world where Spanish is used as first language, namely Spain and Latin America, and they will also learn about different cultural and business practices specific to these regions. Students will also develop an understanding of the role of global institutions regulating trade and finance and their effect on Spanish-speaking countries, Australia and the rest of the world. They will also be expected to expand and update their wider understanding of the business and international trade context involving Spanish-speaking peoples by collecting a folio of press clippings, from Spanish sources, dealing with relevant and topical information, such as trade agreements, market developments and forecasts, political and economic developments, and any other factors relevant to the world of business and international trade.


Class Contact Three hours per week for one semester comprising classes and seminars

Assessment Individual written assignments (weekly) 20% Pair/small group assignments and class presentations 25%Written chapter quizzes (in class) 10% Audio CD telephone dialogue - comprehension questions 10% End-of-semester exam - open book 25% Folio of press clippings/internet items (in Spanish) 10%

AC53085 INTRODUCTION TO INTERPRETING AND TRANSLATION

Campus Footscray Park

Prerequisite(s) Intermediate Spanish B or equivalent

Content The content of this subject consists of a range of texts, oral and written, for classroom practice, and for individual and group assignments. The texts will expose students to a wide variety of domains, and of stylistic variation, which will develop their linguistic skills and cognitive abilities. Some fundamental theoretical notions will be introduced by means of extracts from different texts, with the purpose of providing students with a common framework for analysis and discussion of the material presented in class. These texts will also include some poetry extracts towards the end of the course, and relationships between form and meaning will be emphasised throughout, with an emphasis on communicative competence in all activities.


Class Contact Three hours per week for one semester comprising classes and seminars, plus individually arranged mentoring time with first year students (for mentoring assignment).

Assessment 25% Weekly written assignments, including translation exercises. 10% Class translation exercises (incl. sight translation - in class) 10% Interpreting simulations/role playing (in class) 20% Translation project (group) 25% Translation project (individual) 10% Mentoring/language enrichment workshop.


Class Contact Three hours per week for one semester comprising classes and seminars.

Assessment Written weekly assignments, 30% Group Project (class presentation), 10% Individual research assignment, 20% Folio of extracts from different language domains and analysis, 10% Final Examination, 30%

ACCS087 LANDSCAPE, MEMORY AND IDENTITY IN LATIN AMERICAN LITERATURE

Campus Footscray Park

Prerequisite(s) Intermediate Spanish B (ACS2074) or equivalent level of proficiency in Spanish

Content The subject will introduce students to a range of short stories and poetry selections written by Latin American authors, mostly in contemporary times. The stories and poems have been chosen in an order that imposes some sort of chronological progression, with a view to advancing the students’ linguistic understandings towards increasingly more complex texts, both at the conceptual and linguistic levels. The short stories and poems selected for study will also reflect some of the issues and preoccupations that have occupied different writers in different regions of Latin America in different historical times, exposing students to a wide range of linguistic and thematic variety. In order to give students the opportunity to engage more fully with slightly longer texts, a couple of novellas will also be examined over a number of weeks during the semester.

Required Reading Weekly readings (class handouts) García Márquez, Gabriel, El Coronel no tiene quien le escriba, Bonechi Editores, Barcelona. Fuentes, Carlos, Aura, DR Ediciones Era, S.A. de C.V., México. Pacheco, José Emilio, Los batales en el desierto, DR Ediciones Era, S.A., México Chang-Rodríguez, Raquel & Filler, Malva E., Voces de Hispanoamérica, Antología literaria, 3a. edn., Thomson Heinle, 2004 (possible addition) A good Spanish dictionary, such as: Pequeño Larousse ilustrado, and a good Bilingual English-Spanish, Spanish-English dictionary, such as: Collins, as indispensable learning and consultation tools.


Class Contact Three hours per week for one semester comprising classes and seminars.

Assessment Group Project (1) - all students 10 % Group Project (2) - native speakers and non-native speakers are assigned specific projects Individual Class Presentation (also submitted in writing) 20% Weekly written assignments (handed in on time) 30% Weekly

**AC53088 CINEMA IN SPAIN AND LATIN AMERICA**

**Campus** Footscray Park

**Prerequisite(s)** Intermediate Spanish B or equivalent level of proficiency in Spanish

**Content** As described above, the subject will introduce students to a variety of film texts and the particular historical and socio-political situation in which these were produced, in both Spain and in Latin America. The course will start with the origins of modern cinema with the arrival of sound and the influences and crossings between the various European film schools and the kinds of film that developed under similar but distinct conditions, in both Spain and Latin America from the beginning of the twentieth century down to our times. It will then trace the main characteristics of these industries, as simultaneously opposed to, derivative and complementary to the Hollywood production and distribution system, and will focus on distinct kinds of auteur and independent productions, representative of some Spanish-speaking countries such as Spain, Mexico, Argentina and Cuba, where strong industries developed, albeit with somewhat chequered histories.


**Class Contact** Three hours per week for one semester, comprising classes, screening workshops and seminars.

**Assessment** 40% Weekly written assignments (10) 40%20% Class presentations, (2) small groups - Film analysis and discussion 20 [oral and written]20% Critical film review, Film Review, Reseña filímica – individual presentation [oral & written]10% Class presentation, Telenovela - individual oral presentation10% Class presentation, pairs – Cortometraje, [oral presentation] Students taking this subject not as part of the Spanish and Spanish Studies major will be allowed to present, discuss, and write their assignments in English, and may be permitted to substitute the Telenovela class presentation for an analytical commentary on the genre. This will be done in negotiation between students and lecturer.
ACU2006 POST-MODERN CULTURES AND CONTEMPORARY SOCIETIES: DIGITAL COMMUNICATION AND CULTURE

**Campus** Footscray Park  
**Prerequisite(s)** Nil.  
**Content** This subject introduces students to the main cultural and social changes at the beginning of the millennium through the optic of some recent theories and trends in communication, cultural and social analysis. It focuses, in particular, on debates relating to modernisms, postmodernisms and the emergence of the information and network society and their interlinking to the global Information and Communication Technologies (ICTs). It introduces students to forms of global culture with an emphasis on the emerging forms of digital communication and culture. The subject introduces students to critical debates and analysis of contemporary problematics focusing on the role and impact of the New Communication Technologies and Computer Mediated Communication.


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

**Assessment** One essay, 40%; one seminar paper, 40%; film analysis, 20%.

ACU2007 LOVE, SEXUALITY AND SUBJECTIVITY

**Campus** Footscray Park  
**Prerequisite(s)** Nil.  
**Content** This subject explores the ideas of love and Eros and deals with their uses and transformations within time. The link between the body and sexuality is explored as well as their implications for forms of subjectivity, especially the construction of the self. The subject begins with the concept of love and Eros in antiquity. It proceeds with an examination of the Christian formulations on the subject and the role they have played within western cultures in the emergence of modern forms of the relationship between the subjectivity. The subject deals with cultural/civilizational differences in the construction of love and sexuality through looking at classical and contemporary accounts in other societies. The subject examines two seminal western treatments: Freud's *Civilisation and its Discontents* and Foucault's *History of Sexuality* and encompasses the contemporary and cross-cultural perspectives. The subject ends with an account of contemporary attempts to both represent and theorize modes of love, body, sexuality and subjectivity.

**Required Reading** To be advised

**Recommended Reading** To be advised

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

**Assessment** Document exercise-conducting, recording and transcribing an interview, 25%; research essay, 30%; class participation and seminar presentation, 15%; end-of-semester examination, 30%.

ACU2011 THE ITALIAN PRESENCE IN AUSTRALIA

**Campus** Footscray Park  
**Prerequisite(s)** Normally designated first year foundation subjects or two first year sociology/communication studies subjects.

**Content** The guiding questions in this subject regard changes in images of Italy and of Italian migrants; narratives of the migration experience and contributions of the Italian presence to Multicultural Australia. The Italian migration experience to Australia will be studied from two perspectives: the perspective of the migrants, and how they make sense of their own experience; and the perspective of the Australian scholar, historian, sociologist, anthropologist who is interested in documenting and interpreting the social-cultural scene of multicultural Australia. Comparisons will be drawn between different contexts: e.g. migration within Italy, to other European countries (Belgium, Germany), to USA, to Argentina; or between Italian and other migrant groups e.g. Spanish, Greek, Maltese, etc. Issues studied include: profiles of the ‘Italian migrant’; cultural maintenance, adaptations and innovations, as manifested in: use of space, in rural and urban contexts; language maintenance and shift; use of rituals; family structures, changes and the migration process, the ‘return home journey’, implications for individuals, for Australia, for Italy, the Second Generation, issues of identity, integration and cultural choices.


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

**Assessment** Document exercise-conducting, recording and transcribing an interview, 25%; research essay, 30%; class participation and seminar presentation, 15%; end-of-semester examination, 30%.

ACU2012 CULTURAL DIVERSITY IN AUSTRALIA AND THE WORLD

**Campus** Footscray Park  
**Prerequisite(s)** Normally designated first year foundation subjects or two first year sociology/communication studies subjects.

**Content** Population movements as global flows – legal and illegal migration, exile, displacement and diaspora. National policies on population and settlement, crisis of control of population flows. Cultural implications: from marginality to cosmopolitanism, adaptation and cultural hybridity. Civil implications: redefining citizenship, governing for cultural diversity. Role of cultural practices and institutions in forming new communities, especially communication and information media. Case studies: Asian and European experience in Australia; the Black British; Hispanics and other minorities in the US; Chinese and Indian diasporas.

**Required Reading** Cohen, Robin (1997), *Global Diasporas: An Introduction*, University College London Press, London. Cunningham, Stuart and Sinclair, John (eds) [2000], *Floating Lives: The Media and Asian Diasporas*, University of Queensland Press, St Lucia, Q.


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

**Assessment** Written assignments 70% and examination 30%

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**ACU2013 INTERNATIONAL MEDIA STUDIES : INDUSTRIES AND ISSUES**

**Campus** Footscray Park

**Prerequisite(s)** Normally designated first year foundation subjects or two first year sociology/communication studies subjects.

**Content** Media as institutions-theoretical approaches; history of media development; public service versus commercial models in television broadcasting; relation of advertising to the media; role of the state. Media content and audiences-programs and genres; pleasures and resistance within the ‘active audience’. Convergence-media and telecommunications; new communication technologies; narrowcasting and the end of mass media.

**Required Reading** Cunningham, Stuart and Turner, Graeme (eds), 2002, The Media and Communications in Australia, Allen & Unwin.

**Recommended Reading** To be advised by lecturer.

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

**Assessment** Written assignments 70% and examination 30%

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**ACU3005 NATION, CULTURE AND GLOBALISATION**

**Campus** Footscray Park

**Prerequisite(s)** Normally designated first year foundation subjects or two first year communication studies or sociology subjects.

**Content** Theories of culture – ‘culturalism’, structuralism and postmodernism; the nation, the state and the problem of ‘national culture’; international cultural influence, from ‘cultural imperialism’ to ‘globalisation’; national sovereignty in the age of the communication satellite; privatisation and conglomeration in the cultural industries; flexible accumulation, international trade and culture-cultural differences and market forces.

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


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

**Assessment** Written assignments 70% and examination 30%

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**ACV1001 BASIC VIETNAMESE A**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** As an introduction to the Vietnamese language and culture, Basic Vietnamese A is designed for students with no (or very little) previous knowledge of Vietnamese. It provides students with a foundation in pronunciation and grammar, a range of vocabulary, and a basic conversational ability through an interactive and communication-oriented approach. Students will use all skills but the emphasis is on the development of listening and speaking skills. In addition, students are introduced to basic information regarding the society of Vietnam. The cultural aspects of the language are an integral part of the subject.

**Required Reading** Vietnamese Reader and Handouts.


**Class Contact** Four hours per week for one semester, comprising two two-hour seminars.

**Assessment** Weekly assignments, 40%; Mid-semester test, 20%; End-of-semester examination (oral and written), 40%

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**ACV1002 BASIC VIETNAMESE B**

**Campus** Footscray Park

**Prerequisite(s)** Normally ACV1001 or equivalent language level

**Content** This subject, which is the continuation of ACV1002 Basic Vietnamese A, 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.

**Required Reading** Vietnamese Reader and Handouts.


**Class Contact** Four hours per week for one semester, comprising two two-hour seminars.

**Assessment** Weekly assignments, 40%; Mid-semester test, 20%; End-of-semester examination (oral and written), 40%

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**ACV2001 INTERMEDIATE VIETNAMESE A**

**Campus** Footscray Park

**Prerequisite(s)** ACV1002 or equivalent language level

**Content** This subject is a continuation of ACV1001 and ACV1002. It is designed for the 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.

**Required Reading** Vietnamese Reader and Handouts.


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

Assessment
Weekly in-class exercises, 40%; Mid-semester test, 20%; End-of-semester examination (oral and written), 40%

AVC2002 INTERMEDIATE VIETNAMESE B

Campus
Footscray Park

Prerequisite(s)
AVC2001 or equivalent language level

Content
This subject provides continued development of skills attained in AVC2001 Intermediate Vietnamese A. It continues to emphasize further expansion of vocabulary and grammatical structures in the language. The focus will be the comprehension of Vietnamese non-literate 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 subject, students will be able to express themselves with confidence on a wide range of subjects.

Required Reading
Vietspeak Reader and Handouts.

Recommended Reading

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

Assessment
Weekly in-class exercises, 40%; Mid-semester test, 20%; End-of-semester examination (oral and written), 40%

AVC3001 VIETNAMESE CULTURE AND SOCIETY

Campus
Footscray Park

Prerequisite(s)
Nil

Content
This subject 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 organizing 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 Vietnamese community in Australia. Topics to be addressed include history, politics, religions, customs, the dialogue between community-oriented attitude and individualism or the Vietnamese conception of the Self, food and styles of eating, the gendered models of virtue, family structure and the role of women, verbal and non-verbal communication, and views of body and beauty.

Required Reading

Recommended Reading

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

Assessment
Film/book review 20%; Essay 40% and End-of-semester examination, 40%

AVC3002 VIETNAM GLOBILISATION DIASPORA AND IDENTITY

Campus
Footscray Park

Prerequisite(s)
Nil

Content
This subject is designed to introduce students to contemporary Vietnamese culture and society, particularly since the end of the Vietnam War (1975) after which Vietnam has 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, the 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, film-makers and writers in Vietnam and abroad.

Required Reading
To be advised by lecturer.

Recommended Reading

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

Assessment
Film/book review 20%; Essay 40% and End-of-semester examination, 40%

AVC3011 VIETNAMESE FOR BUSINESS

Campus
Footscray Park

Prerequisite(s)
AVC2002 or equivalent language level

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

Required Reading
To be advised by lecturer.

Recommended Reading
Readings, DeKalb (IL): Centre for Southeast Asian Studies, Northern Illinois University.

**ACV3013 VIETNAMESE FOLKLORE**

**Campus** Footscray Park

**Prerequisite(s)** ACV3011 or equivalent language level

**Content** Designed for students who have already completed a two year Beginners stream or three years of high school Vietnamese or obtained some equivalent qualifications, this subject 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.


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

**Assessment** In-class exercises, 30%; Essay, 30%; End-of-semester examination, 40%.

**ACV3022 VIETNAMESE FILM AND MEDIA**

**Campus** Footscray Park

**Prerequisite(s)** ACV3012 or equivalent language level

**Content** This subject 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 historical, social, cultural, and linguistic aspects of Vietnamese film and media. Films, videos and journalistic texts are studied in their historical development and its geographical variations. Selected readings and audiovisual materials are chosen in order to enhance students' familiarization 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.


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

**Assessment** In-class exercises, 30%; Essay, 30%; End-of-semester examination, 40%.

**ACV3031 SURVEY OF VIETNAMESE LITERATURE**

**Campus** Footscray Park

**Prerequisite(s)** ACV3012 or equivalent language level

**Content** This subject aims to introduce students to the development of Vietnamese literature from the beginning to present. It explores the origin and development of Vietnamese literature as seen in the principal works of representative authors. Particular attention will be given to the poems and novels written by Nguyen Du [1766-1820], Ho Xuan Huong (19th century), Tu Luc Literary Group and the New Poetry movement in the 1930s. Emphasis is also placed on the reinforcement of students' language skills, appreciation of culture and understanding of literary culture in Vietnam. Conducted in Vietnamese.


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

**Assessment** Film or book review, 30%; Essay, 30%; End-of-semester examination, 40%.
ACW1020 SEX AND GENDER

Campus St Albans
Prerequisite(s) Nil

Content This subject introduces some issues of 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.

Required Reading Book of readings

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

Assessment Journal, 40%; research project, 40%; test, 20%.

ACW1021 FASHIONING GENDER

Campus St Albans
Prerequisite(s) Nil

Content This subject 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 will be on contemporary Australian examples.

Required Reading Book of readings


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

Assessment Article Review 30%; Tutorial paper, 30%; Essay, 40%.

ACW2021 GENDER ON THE AGENDA

Campus St Albans
Prerequisites Normally first year Gender Studies or Sociology subjects

Content This subject 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 subject specifically examines gendered work experience in the public and private sectors. The focus is upon 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.

Required Reading ACW2021 Gender on the Agenda: Book of Readings

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

Assessment Article review, 30%; Major research project, 70%.

ACW2022 RESEARCHING GENDERED LIVES

Campus St Albans
Prerequisites Normally first year Gender Studies subjects

Content This subject 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 personal to wider histories are examined. Students are introduced to oral history methods and complete their own oral history project.

Required Reading ACW2022 Researching Gendered Lives: Book of Readings

Class Contact One hour lecture and 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

Campus St Albans
Prerequisite(s) Normally first year Gender Studies, Sociology or Community Development subjects

Content 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. The focus will be on the intersections between gender and feminist analyses and sustainability in the era of globalisation. Topics include international trade and the movement of people, racism, conflict and militarisation, environmental crises and critiques of western paradigms. Recommended for Gender Studies, Community Development and International Studies.

Required Reading Mumsen, J. H., 2004, Gender and Development, Routledge, Women and International Development Book of Readings


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

Assessment Case study 70%, Class exercises 30%

ACW2020 IMAG(IN)ING GENDERS

Campus St Albans
Prerequisite(s) Third year subjects in Gender Studies and/or Communication Studies

Content This subject examines some texts in terms of their representations of femininity and masculinity. Debates around the spectator’s freedom to create meanings, feminist theories of the female viewer and female pleasures, and the application of psychoanalytic theories to film and television will form the basis of discussion. There will be some exploration of differences in gender representation between ‘classic Hollywood’ film and recent film developments.

Required Reading Imag(in)ing Genders; Book of Readings


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

Assessment Essay, 40%; analysis, 30%; seminar paper, 30%.

ACW3022 RETHINKING THE FAMILY

Campus St Albans.
Prerequisite(s) Normally ACW1020 Sex and Gender and ACW1021 Fashioning Gender and/or first year Sociology

Content The aim of this subject 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 subject 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 fifty years.


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

Assessment Exploratory essay, 60%; Test 40%.

ACW3023 GENDER CROSS CULTURALLY

Campus St Albans
Prerequisites Normally first year Gender Studies subjects

Content This subject 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.

Required Reading Gender Cross Culturally: Book of Readings


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

Assessment Article review, 40%; Case Study and presentation 60%.

ACW3024 VARIETIES OF FEMINIST THOUGHT

Campus St Albans
Prerequisite(s) Normally ACW1020 Sex and Gender, ACW1021 Fashioning Gender

Content This unit explores a number of streams of feminist thought ranging from liberal feminism to post-feminism. 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.

Required Readings Subject reader


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

Assessment One essay (2000 words), 50%; one test, 30%; one online discussion 20%.
### ACW3025 Knowing Bodies

**Campus** St Albans  
**Prerequisite(s)** Normally ACW1020 Sex and Gender and ACW1021 Fashioning Gender.  
**Content** This subject examines some of the dominant western-cultural constructs of the body, and contemporary interest in body issues with some feminist critiques of those constructs. The subject will combine a study of some theories of abjection and mind/body dualisms with some case studies drawn from performance, law, medicine, and sport. There will be a continuing discussion of the impact on theories and perceptions of 'the body' of new technologies.  
**Class Contact** One hour lecture and one hour tutorial per week, and three hours per semester of mixed mode or self-directed learning.  
**Assessment** one test (40%); one research project (60%).

### ACW3026 Gender and Education

**Campus** St Albans  
**Prerequisite(s)** Normally ACW1020 Sex and Gender and ACW1021 Fashioning Gender.  
**Content** Feminist critiques of, and interventions in, current educational practices and policies (mainly in Australia, UK and US). Case studies of particular gender issues in Australia. Feminist pedagogies and challenges to mainstream epistemologies.  
**Required Reading** Book of Readings  
**Class Contact** One hour lecture and one hour tutorial per week, and three hours per semester of mixed mode or self-directed learning.  
**Assessment** Seminar paper, 40%; Book review, 60%.

### ACW3027 Feminism of Difference

**Campus** St Albans  
**Prerequisite(s)** Normally ACW1020 Sex and Gender and ACW1021 Fashioning Gender.  
**Content** This subject seeks to explore varieties of feminism which have originated from 'Third World', Black, Indigenous, migrant, working-class, and lesbian, perspectives. There will be a particular focus on the intersections of class, race, ethnicity, sexuality, culture, and gender. Critiques of the exclusionary analyses and practices of mainstream feminism will be another focus, drawing upon the concept of 'the Other', exploring post-colonial critiques, as well as identity and category politics.  
**Required Reading** Feminisms of Difference Book of Readings  
**Class Contact** One hour lecture and one hour tutorial per week, and three hours per semester of mixed mode or self-directed learning.  
**Assessment** Seminar paper 40%, Essay 60%.

### ACX4001 Humanities Honours 4

**Campus** Footscray Park, St Albans  
**Prerequisite(s)** Completion of a major in Cultural Studies, Communications, History, Language or Literary Studies.  
**Content** A study of the theoretical and epistemological issues of contemporary literary, historiographical and epistemological theory and of methods of research in the humanities in the humanities and social sciences.  
**Required Reading** To be determined in each discipline.  
**Class Contact** The subject will be offered by directed study, with seminars if required.  
**Assessment** Critical bibliography, 30%; 2000 word essay, 30%; 3000-word essay, 40%.

### ACX2001 International Study

**Campus** Not applicable  
**Prerequisite(s)** Normally, completion of first year  
**Content** This subject is designed for student undertaking an approved program of international study as part of their course. This may be through participation in a organized 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 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.  
**Required Reading** Dependant on the negotiated program  
**Recommended Reading** Dependant on the negotiated program  
**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.  
**Assessment** Dependant on the negotiated program, but equivalent to the required for other units with the same credit point value.

### ACX3002 Special Project

**Campus** Not applicable  
**Prerequisite(s)** Normally, completion of first year  
**Content** This subject 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 specific identified project and they will work under the supervision of a designated academic supervisor, contributing to the planning and production of a negotiated ‘product’ 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 who content reflects the nature of the contribution the student makes to the group project or can be a elective subject.  
**Required Reading** Dependant on the negotiated program  
**Recommended Reading** Dependant on the negotiated program  
**Class Contact** Equivalent to a quarter of a semester’s load of full-time study, but with limited Class Contact in the supervisory meetings.  
**Assessment** Negotiated Project Product 80% Reflective Diary (including log of contribution to the team effort) 20%.
ACY1001 PRINCIPLES AND PRACTICE OF PUBLIC RELATIONS

Campus St Albans
Prerequisite(s) Nil
Content This subject provides an introduction to the background, fundamental principles and the different forms of public relations. The focus is upon outlining the history and development of public relations, and examining major theoretical concepts and their practical application in different environments. Personal and professional ethics are explored throughout the subject content. 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. Students will develop their oral presentation skills, including public speaking and use of computer generated presentation aids.


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, 25%; Class exercises, 15%; Review of a public relations campaign (presentation and report), 60%.

ACY2000 RESEARCH METHODS IN PUBLIC RELATIONS

Campus St Albans
Prerequisite(s) Nil
Content There are many problems in public relations which require the use of evaluative or formative research to develop solutions. Research helps set objectives for public relations programs and campaigns, enables public relations practitioners to monitor issues and organisational image and persona and provides a way of evaluating and judging the success of particular campaigns. This subject will consider the use of research methods in public relations. Students will learn how to research audiences and publics in the context of public relations practice and how to interpret the results of commissioned research. The subject will familiarise students with a range of relevant research methodologies and will develop students' skills in the practice of a selection of research techniques that are most relevant to the public relations 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.


Class Contact 30 hours over one semester comprising one hour lecture, one and one half hour workshop per week.

Assessment Exam, 50%; Literature Review, 50%.

ACY2003 MEDIA MANAGEMENT IN PUBLIC RELATIONS

Campus St Albans
Prerequisite(s) ACY1001: Principle and Practices of Public Relations.
Content This subject 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 practiced. Theories and analyses of how the media is constructed and understood provide a context for developing effective skills for media management. Students will be introduced to theories about continuity and change in contemporary mass and specialist media and will explore the characteristics of different mediums, specifically: print, radio, television and the internet. They will explore the relationship between public relations and media practitioners, focusing upon perceptions and realities of this dynamic relationship. Ethical concerns for both journalists and public relations practitioners are highlighted. Students will be exposed to the technical skills involved in media production across different mediums. Students will learn specific skills in media relations including interview techniques and media management.


Class Contact Twenty-seven hours over one semester including weekly one hour seminar and one-hour tutorial.

Assessment Media campaign, 50%; Exam (Interview and Client Brief), 50%.

ACY2004 PUBLIC RELATIONS RESEARCH PROJECT

Campus St Albans
Co-requisite ACY2000
Content This subject is designed to enable students to integrate and apply research skills learnt in ACY2000 Research Methods in Public Relations to a practical situation and to familiarise students with the demands made on public relations researchers in the professional environment. Students will learn how to research audiences and publics in the context of public relations practice and to interpret the results of commissioned research. Students will have the opportunity to apply a selection of research techniques to a concrete-small research project, which they will manage and report their findings in oral and written forms. Students undertaking this subject will learn how to work independently on a public relations research project in a group situation. Students will acquire knowledge in managing, planning, conducting, analysing public relations research in a professional manner. On completion of this subject, students should have a thorough understanding of how to use research methods; 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 a group situations; understand the difficulties associated with undertaking public relations research and develop skills to manage such difficulties.

**ACY3000 PUBLIC RELATIONS PROFESSIONAL PRACTICE**

**Campus** St Albans  
**Prerequisite(s)** Normally the first two years of Public Relations major  
**Content** This subject aims to prepare students for placement in industry organizations in the second semester subject ACY3002 Public Relations Project and Placement and to help students find graduate employment on completion of the Bachelor of Communication (Public Relations) course. The subject considers how to communicate and work in a professional situation in a collaborative and autonomous manner: types of work place cultures; managing problems in work place contexts; employment rights, issues of equity and industrial relations; and processes of accountability and responsibility in work environments. The subject also assists students to develop a career plan for future employment destination; and provides instruction in basic job-finding skills, such as resume writing, preparation for interviews and responding to position descriptions and job advertisements. Guest speakers from industry will discuss with students future trends in employment and how to network in industry. Students will also have the opportunity to reflect on skills they have learnt in their course and how to relate them to their graduate attributes, develop a ‘skills portfolio’ and complete a final year ‘capstone task’ as part of their assessment for completion of the subject.  
**Reading** To be advised by the lecturer.  
**Class Contact** 24 hours per semester delivered in various modes including fortnightly seminar.  
**Assessment** Professional Portfolio, 50%; Application & Interview including Core Graduate Attribute Map; 50%.

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**ACY3001 PUBLIC RELATIONS CAMPAIGNS AND MANAGEMENT**

**Campus** St Albans  
**Prerequisite(s)** Normally the first two years of Public Relations major  
**Content** This subject comprises two components. Firstly a critical overview, employing theoretical analyses, of the strategies used in a variety of public relations campaigns, and secondly the development of competence in the management of campaigns. Students will critically review campaigns across different sectors and will undertake research and folio work on a specific campaign. Guest speakers from industry and the community sector will provide insights into a variety of campaign principles and practices. Ethical issues in campaigning will be a major consideration. The second focus is on the management of campaigns. Students will learn 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 of the campaign plan to stakeholders and funders.  
**Required Reading** ACY3001 Public Relations Campaigns and Management Book of Readings.  
**Class Contact** Thirty hours over one semester comprising a weekly two and one-half hour seminar.  
**Assessment** Campaign Portfolio, 75%; Exam, 25%.

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**ACY3002 PUBLIC RELATIONS PROJECT & PLACEMENT**

**Campus** St Albans  
**Prerequisite(s)** Normally the first two years of the Public Relations major  
**Content** This subject is normally taken in the last semester of the degree and is intended to complete the preparation of the student for entering public relations practice. The outcomes of this subject should contribute to the student’s resume and folio. There are two components: an independent project and a work placement. The independent project is initiated by the student, or a small group, and may take a variety of forms. It may, for example, involve developing a campaign strategy or organising an event for a client or a discrete task such as producing a publication or web site. The project must be developed in consultation with an academic supervisor who will meet weekly with the student(s) throughout the semester. Students will be expected to present a professional standard oral report, supported by appropriate audiovisual material, at the end of the semester and a written evaluative report which draws upon their three years of public relations studies and work experience.  
For the professional placement component, students will be expected to spend 15 days working with an organization under the supervision of a public relations professional. Consideration of issues of ethical practice will be expected in all assessment submissions and during professional placement.  
**Required Reading** To be advised by the lecturer.  
**Class Contact** Twenty four hours over one semester delivered in various modes including seminars and final presentation day.  
Plus 15 day work placement as required for Public Relations Institute of Australia course accreditation.  
**Assessment** Independent Project, 75%; Evaluation of Placement, 25%.

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**ACY3003 MARKETING AND LAW IN PUBLIC RELATIONS**

**Campus** St Albans  
**Prerequisite(s)** Normally the first two years of Public Relations Major  
**Content** Marketing and Law in Public Relations has been developed as an intensive introduction to these two areas to ensure that all students completing the Bachelor of Communication (Public Relations) and entering the profession have an up-to-date understanding of the fundamental concepts and practices of marketing and law as they relate to the contemporary practice of public relations in Australia and the global environment. The subject prepares students to work in integrated public relations environments, particularly where a marketing background is required as well as a public relations background to develop promotional campaigns. The subject also aims to increase students’ awareness and ability to diagnose and work with legal issues that arise in public relations practice. Throughout both the marketing and law modules, issues of ethical practice will be considered.  
Through contemporary theoretical discourses and practices, the marketing module will cover basic marketing principles including roles of advertising, integrated marketing, promotion, concept development and pricing, market research and other areas as they apply to managing public relations projects.  
The law module focuses upon those areas of law particularly pertinent to public relations practice and working in a business environment as a manager or consultant. Areas to be covered...
include media and communications law, reputation management, defamation, privacy, property management, corporate and contract law, the global context and the rights and responsibilities of the ethical practitioner.


**Class Contact** Thirty hours over one semester comprising a weekly two and one-half hour seminar.

**Assessment** Marketing assignment, 50% Law Project, 50%.

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**ACZ1001 CHINESE 1A**

**Campus** Footscray Park.

**Prerequisite(s)** Nil.

**Content** This subject gives students a general introduction to the Chinese language and helps them lay a basic foundation in Chinese pronunciation, vocabulary and grammar. They will learn pinyin (the romanised Chinese phonetic system) with four tones and tonal changes in different combinations, and the most basic spoken and written Chinese on a limited number of everyday topics. They will also learn how to use a bilingual dictionary.


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

**Assessment** Assignments 40%; written examination 30%; oral examination 30%.

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**ACZ1002 CHINESE 1B**

**Campus** Footscray Park.

**Prerequisite(s)** ACZ1001 or its equivalent.

**Content** This subject aims to continue improving students’ four language skills. Students’ vocabulary will be expanded, including set phrases and idioms. Their speaking and reading ability will be enhanced through the learning of more complex structural patterns in common and routine situations without much deviation from normal and standard manner or content.


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

**Assessment** Assignments 40%; written examination 30%; oral examination 30%.

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**ACZ2001 CHINESE 2A**

**Campus** Footscray Park.

**Prerequisite(s)** ACZ1002 or its equivalent.

**Content** This subject aims to continue improving students’ four language skills in a systematic manner. Their reading and writing ability will be further enhanced through the learning of commonly used terminology and formats in certain practical Chinese writing such as personal letters and different types of informal notes. Upon the successful completion of their study at this level, they should also be able to cope with simple everyday situations in oral Chinese.


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

**Assessment** Assignments 40%; written examination 30%; oral examination 30%.

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**ACZ2002 CHINESE 2B**

**Campus** Footscray Park.

**Prerequisite(s)** ACZ2001 or its equivalent.

**Content** This subject continues to improve students’ four communication skills in a systematic manner. Their reading and writing ability will be further enhanced through the learning of commonly used terminology and formats in certain practical Chinese writing such as personal letters and different types of informal notes. Upon the successful completion of their study at this level, they should also be able to cope with simple everyday situations in oral Chinese.


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

**Assessment** Assignments 40%; written examination 30%; oral examination 30%.
ACZ3002 CHINESE 3B

Campus Footscray Park.

Required Reading(s) ACZ3001 or its equivalent.

Content This subject will further improve student's listening and reading comprehension and enhance their speaking and writing competence. It aims at preparing students to communicate in Chinese with a certain level of sophistication and to use the language in professional and/or academic contexts. Chinese writings and/or multimedia material will continue to be used as supplementary teaching materials. Students are expected to contribute to discussions on China-related issues in Chinese, both orally and in writing.


Class Contact Three hours per week for one semester.

Assessment Assignments 40%; written examination 30%; oral examination 30%.

ACZ3011 CHINESE PEOPLE AND BELIEFS

Campus Footscray Park.

Prerequisite(s) Nil.

Content This is a subject for students with or without a Chinese language background. Through selected reading texts and audio-visual materials, students will be equipped with advanced knowledge on famous Chinese icons and their major influence. Students will also explore the major Chinese beliefs, proverbs and philosophical teachings, and use the cultural and linguistic knowledge to promote cross-cultural interactions.

Required Reading Readings will be made available and include excerpts from recommended readings and additional readings. These readings will be reviewed and updated on a regular basis.


Class Contact Three hours per week for one semester.

Assessment One essay of 1500 words, 40%; oral presentation, 30%; one end of semester written examination, 30%.

ACZ3012 CHINESE FILM AND STORIES

Campus Footscray Park.

Prerequisite(s) ACZ3002 or its equivalent.

Content This subject combines language learning with the examination of Chinese movies and short stories. Emphasis is given to selected multimedia materials and literary texts in the post-1978 era. It aims to expose students to the socio-cultural contexts in which the Chinese language is in current day-to-day use, including colloquial and regional language use, both verbal and non-verbal, and in formal and informal scenarios. Students will have a general understanding of the main features of Chinese cinema and literature (particularly in the period specified) as well as an overall improvement in their actual language competence.

Required Reading Readings will be made available and include excerpts from recommended readings and additional readings. These readings will be reviewed and updated on a regular basis.


Class Contact Three hours per week for one semester.

Assessment Essay 40%; oral presentation 30%; written examination 30%.

ACZ3021 CHINESE LANGUAGE AND SOCIETY

Campus Footscray Park.

Prerequisite(s) ACZ3002 or its equivalent.

Content This subject will introduce students to a variety of Chinese reading texts and audio-visual materials, which allow students to further explore the historical development and the stylistic variation of the Chinese language and the characteristics of the Chinese society in general. This subject also aims at an interdisciplinary training in helping students to understand the co-relation between language and society, and use the knowledge in a research project.

Required Reading Readings will be made available and include excerpts from recommended readings and additional readings. These readings will be reviewed and updated on a regular basis.


Class Contact Three hours per week for one semester.

Assessment Two tutorial papers totaling 1500 Chinese characters 40%; oral presentation 30%; one end of semester written examination 30%.

ACZ3022 SURVEY OF CHINESE LITERATURE

Campus Footscray Park.

Prerequisite(s) ACZ3002 or its equivalent.

Content This subject gives students a guided introduction to the major developments of Chinese literature from its inception to the present. Through a survey of representative authors and selected works, students will a) acquire more advanced linguistic and cultural knowledge and further improve their language and inter-cultural communication skills; b) get an overview of the key development stages of Chinese literature with a general understanding of the relevant historical, socio-political and cultural events; and c) be able to appreciate some literary tradition and contemporary notions.

Students are expected to read materials written in scholarly language and to produce research reports in Chinese on specific topics, both orally and in writing.
ACZ3031 BUSINESS CHINESE

Campus Footscray Park.
Prerequisite(s) ACZ3002 Chinese 3B or its equivalent.
Content This subject introduces, to students of advanced Chinese, business and professional terminology, cultural information and linguistic strategies required for a range of business communication in China. Major topics include job application, news in brief, business negotiation, custom declaration and brochure production. Some cross-cultural issues will be explored and strategies for dealing with these will be discussed. Students will also examine the features of efficient and professional business language and develop the skills and ability to produce oral and written texts accordingly.
Required Reading: Readings will be made available and include excerpts from recommended readings and additional readings. These readings will be reviewed and updated on a regular basis.
Class Contact: Three hours per week for one semester.
Assessment: Assignments and class exercises 40%, Oral presentation in Chinese 20% and Minor essay 40%.

ACZ3032 CHINESE CALLIGRAPHY

Campus Footscray Park.
Prerequisite(s) Nil.
Content This subject is designed for students with or without any prior knowledge of Chinese. The art of Chinese calligraphy will be taught within the context of Chinese culture and language. Students will be introduced to "the four treasures of the scholar's studio", the evolution of the Chinese writing system, its major calligraphic styles and their representative calligraphers. Starting with the teaching of brushstrokes, the standard script and other styles will be gradually introduced to students. Practical exercises will enable them to write Chinese characters with a brush (and with other tools as well in late semester) with awareness of their aesthetic effect and philosophical connotations in the Chinese socio-cultural environment.
Required Reading: Readings will be made available and include excerpts from recommended readings and additional readings. These readings will be reviewed and updated on a regular basis.
Class Contact: Three hours per week for one semester.
Assessment: Synopsis 15%; essay 15%; practical work 70%.

AFC1001 SURVEY OF ART 1

Campus St Albans
Prerequisite(s) Nil.
Content The aim of this subject 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 and thereby facilitate 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 the student’s abilities to position their own art practices in an informed and professional manner within contemporary analogue and digital art societies. This course incorporates an excursion to a major exhibition at the National Gallery of Victoria. Lecture topics include: Defining Art, Art History and Theory; Power, Politics, Religion and Revolution; Modernism; Post Modernism and Post History; The Body, the Gaze and Issues of Gender.
Required Reading: In order to keep abreast of current art history and theory issues the required reading will be supplied by the lecturer.
Class Contact: Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial.
Assessment: Essay 40%; Class presentation, 30%; Review of Exhibition, 30%.

AFC1003 SURVEY OF ART 2

Campus St Albans
Prerequisite(s) AFC1001 Survey of Art 1 or equivalent.
Content Continues from semester one the historical and contemporary analysis of art with a focus on the Australian cultural context. Lectures will explore issues such as the art of Indigenous Australians, the landscape, the colonial, post-modernism, appropriation and new media, the Asia Pacific region, Biennales and "the cultural cringe", and the expatriate tradition. A gallery visit will form an important component of the course.
Required Reading: In order to keep abreast of current art history and theory issues the required reading will be supplied by the lecturer.
Class Contact: Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial.
Assessment: Essays, 50%; Class presentation, 20%; Art Reviews, 30%.

AFC1005 INTRODUCTION TO CYBERCULTURE

Campus St Albans
Prerequisite(s) Nil.
Content This subject is designed to provide beginning artists with an overview of the technological shaping of our culture. Students will learn about the development of the Internet, topics regarding its content and direction and how it is impacting and evolving the field of communications. Issues arising from a variety of media relevant to cyberculture will be explored, including popular films, Internet games, and a designated text. Students will author and launch
online a creative website using Dreamweaver and Fireworks MX and gain competency in the use of a variety of computer-mediated communication including e-mail, newsgroups, subscription lists and chat rooms for discussion and collaboration with peers.

**Required Reading** UPDATE Gauntlett, D. 2000. *Web Studies: Rewriting media studies for the digital age*, Oxford University Press, USA. Please note: As this is such a dynamic and ever-changing field, appropriate texts will change frequently. Most assigned readings will be on the web.


**Class Contact** Three hours per week for one semester comprising one-hour lecture and one two-hour tutorial per week. In addition to this it is expected that students devote at least three self-directed hours per week to each subject.

**Assessment** Online and class participation, 30%; Essay 30%; Web Project and presentation 40%.

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**AFC1006 CYBERCULTURE STUDIES**

**Campus** St Albans

**Prerequisite(s)** AFC1005 Introduction to Cyberculture.

**Content** This subject builds upon the first semester subject: Introduction to Cyberculture. The broad philosophical theories introduced in Semester One, are examined in more detail. Detailed attention will be given to Cyberculture including examinations of hacktivism, political and social activism on the net, copyright and file sharing and cybercrime: viruses, security, hoaxes and spam. There will also be a focus on the ways in which different technologies have shaped the studio practices of visual artists, in particular the relationship between Cyberculture and the production of visual arts. Tasks and projects include visits to Virtual art galleries and museums, research and analysis of web based electronic art and the collaborative production of a virtual art gallery online.

**Required Reading** UPDATE Berners-Lee, T. 1999, *Weaving the Web: The Past, Present and Future of the World Wide Web*, Orion, London. Please note: As this is such a dynamic and ever-changing field, appropriate texts will change frequently. Most assigned readings will be on the web.


**Class Contact** Three hours per week for one semester comprising one-hour lecture and one two-hour tutorial per week. In addition to this it is expected that students devote at least three self-directed hours per week to each subject.

**Assessment** Tutorial Presentation and Class/On-line participation, 20%; Virtual Resource Folio, 25%; Analytical Essay 30%; Web Site and presentation, 30%.

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**AFC2001 ART AND TECHNOLOGY**

**Campus** St Albans

**Prerequisite(s)** AFC2001 Art and Technology or equivalent.

**Content** This subject is designed to introduce students to aesthetics and art criticism as a branch of philosophy. Lectures will draw upon basic analytical tools of philosophy to the traditional concepts, arguments and theories of beauty and art as they particularly relate to computer mediated art. Lectures topics range from the monoculturing of the global village, the sublime and digital aesthetic, utopias old and new, the mortality of the image, Heidegger, Virilio and ‘being’, memory and the memorial, the transformation of nature and the new convergence of art, culture and technology. Many of the sessions will be conducted on site at various galleries.

**Required Reading** In order to keep abreast of current art history and theory issues the required reading will be supplied by the lecturer.


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

**Assessment** Essay, 40%; Class presentation, 30%; Review of Art/Technology Exhibition, 30%.

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**AFC2002 AESTHETICS AND ART CRITICISM**

**Campus** St Albans

**Prerequisite(s)** AFC2001 Aesthetics & Art Criticism or equivalent.

**Content** This subject 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.


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

**Assessment** Journal/Folder, 30%; Folio, 50%, Class participation, 20%.

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**AFC3001 THE PROFESSIONAL ARTIST**

**Campus** St Albans

**Prerequisite(s)** AFC3001 The Professional Artist or equivalent.

**Content** The aim of this subject is to equip students with a solid understanding of the evolution of art and technology in the western world and of the structures within art history and theory and thereby facilitate an appreciation of current art and technology 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 to add to their first year knowledge in order that they can develop critical and analytical skills. This proficiency will enhance the student’s abilities to position their own art practices in an informed and professional manner within our contemporary analogue and digital art societies. Lecture topics range from reproduction and the camera to the digital camera, perspective and the picture frame, actions, happening and performance, identity and the new body, Gutenberg’s printing press revolution, video art and installation, and the notion of ‘cultural no-space’. This course incorporates an excursion to a major exhibition at the Australian Centre for the Moving Image.

**Required Reading** UPDATE In order to keep abreast of current art history and theory issues the required reading will be supplied by the lecturer.


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

**Assessment** Essay, 40%; Class presentation, 30%; Review of Art/Technology Exhibition, 30%.
**AFC3002 COMPUTER MEDIATED ART**

**Campus** St Albans  
**Prerequisite(s)** HFC3001 The Digital Image or equivalent.  
**Content** This subject involves the production of 3-D Artworks. Students learn the use of the software package LightWave™ to conceive, design, construct and create animated 3-D model/s and will be exposed to several uses of the medium and it’s application in contemporary art practice within a theoretical framework. The completed 3-D model/s shall clearly express original artistic concepts demonstrative of the craftsmanship and knowledge developed throughout the course. Lecture topics will include the conceptualisation, planning and construction of a 3-D Model, the addition of surfaces, the placement and manipulation of light, the integration of models into existing scenes and relevant research methodologies.  
**Class Contact** Four hours per week for one semester comprising one four-hour lecture and one three-hour workshop.  
**Assessment** Class projects 20%; Conceptual/Research 20%; Visual Diaries, 10%; Final project, 50%.  

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**AFC3003 COMMUNITY AND INDUSTRIAL PLACEMENT**

**Campus** St Albans  
**Prerequisite(s)** HFC3005 Installation Art or equivalent.  
**Content** This subject will require students to undertake a research project in a community/industrial setting in the western suburbs where possible. Students will be expected to develop, implement and evaluate a visual art project in conjunction with community groups such as schools or local art organisations or in industrial settings such as commercial galleries, arts festivals or art and design companies. Students will be involved in the production of artwork and its documentation collecting copies of work samples and developing a folio which reflects their involvement. Lectures/workshops will focus on art as a professional activity incorporating ethics and responsibilities of the workplace. Students will produce and present an exegesis on the project, prepare an updated resume including duties, responsibilities and acquired skills, and design a flyer and business card for self-marketing and freelance opportunities.  
**Required Reading** To be negotiated with student.  
**Recommended Reading** VU Website: www.vu.edu.au http://203.24.93.251/yourSkillsPortfolio.cfm  
**Class Contact** The equivalent of four hours per week for one semester.  
**Assessment** Employers report, hurdle requirement; placement diary, 20%; folio of work samples, 20%; student report/presentation, 20%.  

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**AFC3004 GRADUATING EXHIBITION**

**Campus** St Albans  
**Prerequisite(s)** Successful completion of Year 1, Year 2 and Semester 1, Year 3  
**Content** This subject 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 Web sites and works on computer screen will be examined. Selection of exhibition focus, cataloguing of work, publicity, staffing of the exhibition, and guest speakers will also be addressed. Exhibiting the work in non-traditional forums will be discussed. Students will appraise their Graduating Exhibition using a variety of evaluation tools including critical responses from diverse sources.  
**Class Contact** Four hours per week for one semester comprising one four-hour workshop.  
**Assessment** Successful completion of the exhibition, 75%; Journal, 25%.  

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**AFC4001 HONOURS SPECIAL STUDY RESEARCH PROJECT**

**Campus** St Albans  
**Prerequisite(s)** AXH 1012 – Honours program core unit, and HFC 4001 – Honours Individual Creative Project A  
**Content** The specific content of the exegesis will be determined by the student in consultation with his or her theory supervisor. In general, the exegesis should describe the student’s individual creative project and locate it within a contemporary theoretical context.  
**Class Contact** Formal contact with the supervisor is equivalent to one hour per week. The student may also be required to attend an occasional research seminar. In addition the student is expected to devote at least three self-directed hours per week to the subject.  
**Assessment** The subject will be assessed by an exegesis of 5000 words or equivalent in length.  

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**AFC4002 EVALUATION RESEARCH METHODS**

TBA  

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**APA4003 ORGANISATIONAL PSYCHOLOGY 1**

**Campus** St Albans  
**Prerequisite(s)** Admission to the Graduate Diploma in Psychology or Honours in Psychology.  
**Content** The aim of the subject 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, communications and information processes; power in organisations; leadership and decision-making; organisational effectiveness strategies for organisational change.  
**Required Reading** To be advised by lecturer.  
**Class Contact** Two hours per week for one semester.  
**Assessment** Seminar presentation, 30%; final assignment, 50%; participation, 20%. (Subject to change.)
APA4004 PSYCHOLOGY OF GROUP PROCESSES

Campus St Albans
Prerequisite(s) Admission to the Graduate Diploma in Psychology or Honours in Psychology.
Content This subject 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, intergroup relationships and inequalities, pathological group cultures, group dynamics.
Required Reading To be advised by lecturer.
Class Contact Three hours per week for one semester comprising one three-hour seminar.
Assessment Two 2500-word essays, 100%. (Subject to change.)

APA4005 FIELD RESEARCH

Campus St Albans
Prerequisite(s) Entry to Graduate Diploma in Psychology course
Corequisite APA4002 Evaluation Research Methods or APA4021 Health Research
Content This subject is designed to provide students with experience in planning, conducting, analysing and reporting an applied research project. The area of content is expected to reflect the students choice of course stream [community, organisational or health research]. The student’s weekly allocation of time to this subject should reflect its weighting as one quarter of the course for that semester.
Required Reading To be advised by the student’s field research project supervisor.
Class Contact Students meet regularly with an individually assigned research supervisor.
Assessment Research thesis (100%).

APA4015 COMMUNITY PSYCHOLOGY

Campus St Albans
Prerequisite(s) Admission to the Graduate Diploma in Psychology or Honours in Psychology.
Content This subject 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.
Required Reading To be advised by lecturer.
Class Contact Three hours per week for one semester.
Assessment Mid-term assignment, 30%; final assignment, 70%.

APA4020 EXTENDED FIELD RESEARCH

Campus St Albans
Prerequisite(s) Entry to Graduate Diploma in Psychology course.
Corequisite APA4002 Evaluation Research Methods or APA4021 Health Research.
Content This subject is designed to provide students with experience in planning, conducting, analysing and reporting an applied research project. The area of content is expected to reflect health psychology. The student’s weekly allocation of time to this subject should reflect its weighting as one third of the course for that semester.
Required Reading To be advised by the student’s field research project supervisor.

Class Contact Students meet regularly with an individually assigned research supervisor.
Assessment Research thesis (100%).

APA4022 APPLIED PSYCHOLOGICAL ASSESSMENT

Campus St Albans
Prerequisite(s) an APS accredited undergraduate psychology major.
Content This subject explores the role and practice of psychological assessment of clients and the implications of such assessment for the development of other therapeutic interventions. Students will be exposed to appropriate tests recommended by the Psychologists’ Registration Board of Victoria. Students will explore the application of a range of tests and gain a solid understanding of validity and reliability in test construction and interpretation of results. The application of testing is considered within a holistic context which acknowledges client needs, consent and the psychologist-client relationship. Practice opportunities form an important component in this subject.
Required Reading To be advised by the lecturer.
Class Contact Two hours per week for one semester.
Assessment Examination, 40%; case studies, 30%; theoretical essay, 30%.

APA4027 PSYCHOLOGICAL APPLICATIONS IN THE COMMUNITY

Campus St Albans
Prerequisite(s) APA4009 Community Psychology or equivalent
Content This subject is designed to introduce students to applications of community psychology in health and 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 health promotion, consumer participation and illness prevention. Relevant roles and skills for applied psychologists, such as conflict resolution, networking, training, consultation, evaluation research, submission-writing and group facilitation will be developed in involvement in group and individual projects.
Required Reading To be advised by lecturer.
Recommended Reading To be advised by lecturer.
Class Contact Two hours per week for one semester.
Assessment Minor project, 30%; major project, including proposal, final report and project evaluation, 70%.

APH4010 RESEARCH THESIS

Campus St Albans
Prerequisite Admission to Honours in Psychology or Graduate Diploma in Psychology.
Content Students will design and carry out an independent empirical investigation and report their findings in a thesis of 10,000 to 12,000 words. The thesis is a compulsory component completed over two semesters via enrolment in this subject and APH4015 Extended Research Thesis. The time allocation of this subject for a full-time student should reflect one-third of the total course time during the semester.
**APH4015 EXTENDED RESEARCH THESIS**

**Campus** St Albans

**Prerequisite** Admission to Honours in Psychology or Graduate Diploma in Psychology

**Content** Students will design and carry out an independent empirical investigation and report their findings in a thesis of 10,000 to 12,000 words. The thesis is a compulsory component completed over two semesters via enrolment in this subject and APH4010 Research Thesis. The time allocation of this subject for a full-time student should reflect two-thirds of the total course time during the semester.

**APH4020 READING SEMINAR AND THEORETICAL ESSAY A**

**Campus** St Albans

**Prerequisite[s]** Admission to Honours in Psychology or Graduate Diploma in Psychology

**Content** The reading seminar and theoretical essay is a compulsory component of the Honours program. Students will participate in their choice of a fortnightly reading seminar devoted to critical analysis and discussion of contemporary issues in an important conceptual area of psychology. During the period over which seminars take place, students will engage in supervised, intensive study of a theoretical topic in the area of psychology covered by their chosen seminar, and submit a theoretical essay of no more than 6000 words on this topic at the conclusion of the program.

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

**Class Contact** Two hours per fortnight.

**Assessment** Theoretical essay, 100%.

**APH4025 SOCIAL RESEARCH METHODS IN CONTEXT – QUANTITATIVE**

**Campus** Footscray Park

**Prerequisites** Entry to Honours in Psychology or Graduate Diploma in Applied Psychology

**Content** On completion of this subject, students should be able to understand the potential uses of quantitative methods, recognise appropriate applications of analysis of variance and regression procedures, analyse data (using sophisticated statistical computer packages) by analysis of variance and regression and utilize the use of these methods in attending to ethical issues and also within the establishment of a research project.


**Class Contact** 2 hours per week.

**Assessment** This description should be as specific as possible and indicate the achievement level for each Core Graduate Attribute attached to each assessment task. In the case of examinations, the duration and any special conditions should be outlined, and for assignments/essays the relevant word limit.

**APH4061 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR**

**Campus** St Albans

**Prerequisite(s)** Admission to Honours in Psychology or Graduate Diploma in Psychology

**Content** The reading seminar and theoretical essay is a compulsory component of the Honours program. Students will participate in their choice of a fortnightly reading seminar devoted to critical analysis and discussion of contemporary issues in an important conceptual area of psychology. During the period over which seminars take place, students will engage in supervised, intensive study of a theoretical topic in the area of psychology covered by their chosen seminar, and submit a theoretical essay of no more than 6000 words on this topic at the conclusion of the program.

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

**Class Contact** Two hours per fortnight.

**Assessment** Theoretical essay, 100%.

**APH4070 PROFESSIONAL ORIENTATION (CASEWORK)**

**Campus** St Albans

**Prerequisite(s)** Admission to Honours in Psychology, Graduate Diploma in Psychology

**Content** This subject is a compulsory component which is designed to develop a thorough understanding of the standards of ethical and professional conduct expected of psychologists. The subject will have three parts: Professional Practice Issues; Psychological Assessment; and, Interpersonal Skill Development.
APP1012 PSYCHOLOGY 1A
Campus St Albans
Prerequisite(s) Nil
Content The subject aims to provide students with an introduction to the discipline of psychology, giving a general view of the social and biological influences on human behaviour while establishing a solid basis for further, detailed work in subsequent years. The subject involves psychological experimentation including application of descriptive statistics. Topics covered include perception, learning, memory and information processing, social psychology, motivation and emotion, intelligence and abilities.
Required Reading To be advised by lecturer.
Class Contact Five hours per week for one semester comprising three one-hour lectures and one two-hour laboratory.
Assessment Semester examination, 50%; laboratory reports and quizzes, 50%. There is a requirement that students attend 80% of laboratory classes. (Subject to change.)

APP1013 PSYCHOLOGY 1B
Campus St Albans
Prerequisite(s) APP1012 Psychology 1A
Content The subject aims to further introduce students to the discipline of psychology, continuing to consider the social and biological influences on human behaviour while consolidating a firm basis for more advanced, detailed work in subsequent years. The subject involves further work on psychological experimentation and application of inferential statistics. Topics covered include brain and behaviour, personality-theory and assessment, health and stress, abnormal psychology and therapy, language and the brain. Basic computer analysis is also taught.
Required Reading To be advised by lecturer.
Class Contact Five hours per week for one semester comprising three one-hour lectures and one two-hour laboratory.
Assessment Semester examination, 50%; laboratory reports, tutorial work and/or essay, 50%. There is a requirement that students attend 80% of laboratory classes. Students planning to take APP2011 Psychology 2 must pass the design and analysis component of APP1013 Psychology 1B. Students who fail Design and Analysis but pass other components will be graded with (S) ungraded pass. (Subject to change.)

APP1014 INTERPERSONAL SKILLS
Campus St Albans
Prerequisite(s) Nil
Content The subject will develop student’s 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.
Required Reading To be advised by lecturer.
Class Contact One one-hour lecture and one two-hour seminar per week.
Assessment Reflective journals, seminar participation, essay.

APP1015 ORGANISATIONAL SKILLS 1
Campus St Albans
Prerequisite(s) APP1014 Interpersonal Skills 1 (APP1015 is available to students studying BPsych (I&O)
Content The subject 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.
Required Reading To be advised by lecturer.
Class Contact One one-hour lecture and one two-hour seminar per week.

APP1020 DEVELOPMENT PSYCHOLOGY
Campus St Albans
Prerequisite(s) Nil
Content Human development across the lifespan: social, emotional, personality and cognitive development, relationship contexts and the family lifecycle; introduction to theories in psychology: psychodynamic, behavioural, cognitive, attachment/interpersonal and family systems. Experiences of health, illness and treatment across the lifespan. Psychological processes relevant to health and illness including pain, sleep, anxiety, grief, and coping.
Subject Hours 32 hours
Assessment Examination - 50%; Written assignment - 50%.

APP2013 PSYCHOLOGY 2A
Campus St Albans, Werribee
Prerequisite(s) APP 1012 Psychology 1A; APP1013 Psychology 1B and a pass in Design and Analysis assessment or a pass in APS2040 Quantitative Social Research Methods.
Content The aim of the subject is to promote a more integrated understanding of life long development of the human being, by studying such topics as: personality development, developmental psychology, developmental cognition, and interpersonal interaction. There is also emphasis on methods used in psychological inquiry, including statistical computer skills.
Required Reading To be advised by the lecturer.
Class Contact: Five hours per week, including 3 one-hour lectures.
Assessment: Two end of semester examinations 40%. Course work includes a literature review, essay, article review and a laboratory report totalling 60%. In addition students will need to meet a 80% minimum requirement attendance for laboratory classes to pass this subject. Students intending to pursue psychology intensively at a postgraduate level may consider also enrolling in Qualitative and Quantitative Social Research Methods as electives.

APP2013 INTERPERSONAL SKILLS 2
Campus: St Albans
Prerequisite(s): APP1014 Interpersonal Skills 1; APP1012 Psychology 1A; APP1013 Psychology 1B.
Content: This subject builds on the work completed in the first semester and looks to further enhance students understanding of human life span development. Topics include the family, child development, adult development, ageing and special topics such as mental health and depression. As in semester one there is also emphasis on qualitative and quantitative research methods used in psychological inquiry, including statistical computer skills.

Required Reading: To be advised by the lecturer.
Class Contact: Five hours per week, including 3 one-hour lectures
Assessment: Two end of semester examinations 40%. Course work includes a poster paper, seminar presentation, article review and a laboratory report totalling 60%. In addition students will need to meet a 80% minimum requirement attendance for laboratory classes to pass this subject. Students intending to pursue psychology intensively at a postgraduate level may consider also enrolling in Qualitative and Quantitative Social Research Methods as electives.

APP2024 ORGANISATIONAL SKILLS 2
Campus: St Albans
Prerequisite(s): APP1015 Organisational Skills 1, APP1012 Psychology 1A, APP1013 Psychology 1B.
Content: This subject will extend student’s theoretical understanding and skill development in areas relevant to working within an organisation setting. Topics to be explored include: leadership, conflict dynamics, implementing change, power dynamics, interpersonal morality, the organisational contextualisation of decision making processes.
Required Reading: To be advised by lecturer.
Class Contact: One one-hour lecture and one two-hour seminar per week.
Assessment: Reflective journals, seminar participation, essay.
Content The overall subject aims are as stated for APP3011 Psychology 3A. Psychology 3B consists of four topics, two in each semester. Topics may vary from year to year but will cover some of the following areas of psychology. Counselling Theory and Practice This topic will examine some major theories of counselling (psychodynamic, humanistic, cognitive-behavioural and family therapy) and will include experiential work on counselling practice. Group Behaviour Human groups from perspective of psychodynamic and systems theories, linking behaviour in the group to intrapersonal, interpersonal and social processes. Introduction to Neuropsychology A study of human brain-behaviour relationships focusing on the impact of brain impairment on behaviour. Topics covered include the effects of head injury, epilepsy and brain diseases on the child, adult and family. Organisations and Work Organisational behaviour, discussed in the light of theories of management and leadership, sociotechnical systems and the motivations and meanings of work. Personality Theories This topic examines a small group of personality theories in depth. Theories covered may include the psychoanalytic school, phenomenological and trait approaches, learning and social learning theories. Psychology Selected aspects of the psychobiology of hunger, overeating, pain, pleasure, addiction, drug effects, biological rhythms, sleeping and waking. Psychoanalysis This topic will study the writings of Sigmund Freud and include topics relevant to psychoanalysis as a method of observation, a theory and in clinical practice. Psychology of Adjustment This topic begins with a study of maladjustment and examines some core issues in 'abnormal psychology', followed by a study of adjustment; stress and coping in relation to 'normal' life-cycle problems and atypical or catastrophic events. Stress, Crisis and Trauma This topic examines, through experiential workshops, how different experiences and events are encountered and managed in everyday life or in traumatic situations. Psychological Issues in the Workplace This topic is only available to students engaged in work (paid or voluntary) and considers the wide range of work-related issues from a psychological point of view. The topic is particularly aimed at students who are not intending to become psychologists. Aboriginal People and Psychology Such topics as the psychology of unequal power relations between groups, the significance of Aboriginal spirituality, deaths in custody and family separation will be discussed amongst others. Students are made aware that questions of psychological practice cannot be meaningfully considered in isolation from the contextual questions of dispossession and genocide.

Required Reading To be advised by lecturer.

Class Contact Four hours per week for two semesters comprising two topics in each semester.

Assessment Each topic is equally weighted, 25%. Assessment methods vary from topic to topic but may include essays, seminar presentations, practical reports, case studies and examinations. There is an 80% attendance requirement for some units.


Class Contact Two hours per week for one semester.

Assessment 80% attendance is required as a hurdle requirement. One 1500–2000 word essay.

APP3016 GROUP BEHAVIOUR

Campus St Albans, Footscray Park

Prerequisite(s) Psychology 2A (APP 2013) & 2B (APP 2014)

Content The study group has a dual task: 1. To develop members' understanding of concepts encountered in the literature the seminar group will discuss set readings each week through discussion, and by applying these concepts to members' own experiences. 2. 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 are some of the topics that usually emerge in the group.

Required Reading As advised by the lecturer.

Recommended Reading As advised by the lecturer.

Class Contact Two hours per week for one semester.

Assessment One essay (2500 words).

APP3017 INTRODUCTION TO NEUROPSYCHOLOGY

Campus St Albans, Footscray Park

Prerequisite(s) Psychology 2A (APP 2013) & 2B (APP 2014)

Content This subject is focused on the methods and some of the knowledge base of human neuropsychology. As such it includes examples of clinical neuropsychological disorders, as well as some aspects of normal neuropsychological functioning. Topics included are: elements of neuroscience, neuropsychological syndromes, developmental neuropsychology, learning disabilities, amnesic syndromes, effects of traumatic brain injury, neuropsychology of language, the agnosia's, emotion, dementia, recovery of function after brain damage.


Recommended Reading Current journal articles and books as recommended by the lecturer.

Class Contact Two hour seminar per week for one semester.

Assessment Written short answer questions based on the discussions and material presented in the seminars (4 sets during the semester; 4 x 10% = 40%). Multiple choice exam at the end of the semester based on the various topics covered in the seminars (60%).

APP3018 ORGANISATIONS AND WORK

Campus St Albans, Footscray Park

Prerequisite(s) Psychology 2A (APP 2013) & 2B (APP 2014)

Content In general the unit examines the relation between organisational members and their organisational context in a bi-directional relation is proposed through the way organisational members are affected by an organisation, and the way the organisation is affected by its members.


Recommended Reading Current journal articles and books as recommended by the lecturer.

Class Contact Two hours per week for one semester.
APP3019 PSYCHOBIOLOGY

Campus St Albans, Footscray Park
Prerequisite(s) Psychology 2A (APP 2013) & 2B (APP 2014)
Content Topics covered in the course include: Anatomy of the brain and nervous system; Neural transmission; Psychobiological research methods; Psychobiology of normal and abnormal eating and drinking behaviour; Neuroendocrine systems (hormones); Sleep, dreaming and circadian rhythms; Drug addiction and reward circuits in the brain; Psychobiology of emotions, stress and mental illness; Evolution, genetics and genetic counselling.
Class Contact A one hour lecture each week and a 2-hour laboratory/seminar each second week in one semester.
Assessment An essay plan and reference exercise [10%], One (2000 word) essay [40%], 50 item multiple choice examination [50%].

APP3020 PSYCHOANALYSIS

Campus St Albans, Footscray Park
Prerequisite(s) Psychology 2A (APP 2013) & 2B (APP 2014)
Content Each psychoanalytic concept 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.
Required Reading Selected readings from The Pelican Freud Library – Student to be advised
Class Contact Two hours per week for one semester.
Assessment An original essay (3000 words).

APP3021 PSYCHOLOGY OF ADJUSTMENT

Campus St Albans, Footscray Park
Prerequisite(s) Psychology 2A (APP 2013) & 2B (APP 2014).
Content The subject discusses the concepts of psychopathology and diagnostic classification and includes a study of anxiety disorders, mood disorders, schizophrenia and substance dependence. This is complemented by a study of adjustment, stress and coping in relation to life events such as loss and grief, migration, and chronic illness.
Required Reading Current Available Abnormal Psychology Text Book – Student to be Advised.
Recommended Reading As advised in class.
Class Contact Two hours per week for one semester.
Assessment Multiple choice exam (50%); Written paper (2000 words) (50%). The written paper will incorporate a case study which may be based on conducting an interview [eg about experience of migration] or on researching autobiographical writings – as determined by the lecturer from each year.

APP3022 STRESS, CRISIS AND TRAUMA

Campus St Albans, Footscray Park
Prerequisite(s) Psychology 2A (APP 2013) & 2B (APP 2014)
Content This course begins by discussing the experience and handling of stress in every day life, and its relation to anxiety. The use of the unconscious defence mechanisms, conscious problem solving and support through social relationships is explored. The course then examines the concepts of crisis and trauma and the place of such experiences in psychological development across stages of the life cycle and in emergency situations. A psychodynamic perspective will be emphasised, with reference to cognitive behavioural approaches, and the role of different styles of psychotherapy is reviewed.
Recommended Reading An extensive reading list is provided from which students can select material appropriate to the essay topic they elect to address.
Class Contact Two hours per week for one semester.
Assessment One (2000 word) essay (50%) One hour examination at the end of semester (50%).

APP3023 PSYCHOLOGICAL ISSUES IN THE WORKPLACE

Campus St Albans, Footscray Park
Prerequisite(s) Psychology 2A (APP 2013) & 2B (APP 2014).
Content The course 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, a 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.
Required Reading Current Available Text Book – Student to be Advised.
Recommended Reading To be advised by lecturer.
Class Contact Two hours per week for one semester.
Assessment 2500 word essay (50%), Work Application Exercise (35%), Workshop Exercise (15%)

APP3024 ABORIGINAL PEOPLE AND PSYCHOLOGY

Campus St Albans, Footscray Park
Prerequisite(s) Psychology 2A (APP 2013) & 2B (APP 2014).
Content Psychology of unequal power relations, the significance of Aboriginal spirituality, Aboriginal conceptions of family and kinship, deaths in custody, forced family separations, and other topics. Students are made aware that questions of psychological practice cannot be meaningfully considered in isolation from the contextual questions of dispossession and genocide.
Required Reading VU Dept Psychology (1997). Readings on Aboriginal people and psychology. Melbourne: VU.
Recommended Reading Extra readings suggested by lecturer and/or visitors.
Class Contact Two hours per week for one semester.
Assessment One (3000 word) essay due at end of semester.

APP3025 PSYCHOLOGICAL ASSESSMENT
Campus St. Albans, Footscray Park
Prerequisite(s) APP2013 Psychology 2A and APP2014 Psychology 2B
Content The aim of this subject 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.
Required Reading Contemporary reading to be advised by lecturer.
Class Contact 1 hour lecture per week and a 2 hour fortnightly workshop. Please note that 80% attendance at the workshop is a hurdle requirement.
Assessment Observational case study (1,500 words) 50%, Examination 50%.

APP3028 FIELD WORK
Campus St Albans
Prerequisite(s) APP2023 Interpersonal Skills 2 (APP3028 is only available to students studying BPsych I&O)
Content The subject is designed to develop the student’s capacity to apply the skills of advocacy and mediation in public settings. Students will spend at least four hours per week in an organisational setting, e.g. part-time employment or volunteer work and will design and carry out a project within the organisation. Depending on the student’s interests and the opportunities afforded by the setting, the project may be essentially research or it may involve the planning and carrying out of an intervention.
Required Reading To be advised by lecturer.
Class Contact One two-hour practicum per fortnight.

APP3029 SKILLS IN CONTEXT
Campus St Albans
Prerequisite(s) APP3028 Field Work (APP3029 is only available to students studying BPsych I&O)
Content On the basis of work in the prerequisite subject and other experiences in the areas of interpersonal and organisational skills students will plan an appropriate program with staff. This plan will include negotiated assessment tasks.
Required Reading To be advised by lecturer
Class Contact Weekly two hour seminar.
Assessment Essay of 3000 words based on student directed topic and readings.

APP3035 RESEARCH METHODS IN PSYCHOLOGY
Campus Location (s) St Albans and Footscray Park
Prerequisite(s) APP2013 Psychology 2A and APP2014 Psychology 2B
Content 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.
Required Reading To be advised by lecturer.
Recommended Reading To be advised by lecturer.
Class Contact One one-hour lecture and one one-hour lab class per week for one semester.
Assessment Group research project report 50%; One three-hour examination 50%. In addition, students will need to meet an 80% minimum attendance for laboratory classes to pass this subject.

APP3036 HISTORY AND THEORIES IN PSYCHOLOGY
Campus St Albans, Footscray Park
Prerequisite(s) APP2013 Psychology 2A and APP2014 Psychology 2B
Content The place of psychological theories and practices in twentieth 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.
Required Reading Book of readings available for purchase.
Other recommended textbooks will be placed on counter reserve by the lecturer
Class Contact 1x1 hr lecture per week; 1 x 1 hr seminar per week
There is an 80% attendance requirement.
Assessment Three Critical Reviews: the first two 500-750 words in length each - 30% each and the third 1250-1500 words - 40%

APP3037 CLINICAL ASPECTS OF PSYCHOLOGY
Campus St Albans and Footscray Park
Prerequisite(s) APP2013 Psychology 2A, APP2014 Psychology 2B and APP2031 Developmental Issues in Psychology
Content Overview of human neuropsychology, elements of neuroscience, neuropsychological syndromes, theagnosias, visual spatial neglect, theaphasias, amnesic syndromes, attention, executive functioning, traumatic brain injury, brain development & developmental neuropsychology, learning disabilities, autistic spectrum disorders, degenerative disorders, recovery of function after brain damage. 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.
Recommended Reading To be advised by lecturers
APP4001 QUALITATIVE GROUP PROJECT

Campus: Footscray Park

APP4002 QUANTITATIVE GROUP PROJECT

Campus: Footscray Park

APP4003 RESEARCH THEORY AND ORIENTATION

Campus: Footscray Park

Prerequisite(s): Nil

Content: The lectures will focus on contemporary and seminal issues and areas associated with theory as it relates 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 the student with an understanding of the theoretical issues underlying psychosocial research methodology (eg. debate on objectivity/subjectivity in research and differences between quantitative and qualitative research, positivistic approaches and its alternatives including symbolic interactionism, feminism, phenomenology and ethnomethodology).


Class Contact: 1 hour lecture and a 2 hour seminar per week.

Assessment: 3,000 word critique of a selected research report in consideration of current theory in research methodology, 75%; oral presentation of selected issue related to a current debate in the use of social research methodology, 25%.

APP4004 RESEARCH PROPOSAL AND REPORT WRITING

TBA

APR1000 RESEARCH FULL TIME

TBA

APR1001 RESEARCH PART TIME

TBA

APP2040 QUALITATIVE SOCIAL RESEARCH METHODS

Campus: St. Albans, Footscray Park

Prerequisite(s): APP1012 Psychology 1A; APP1013 Psychology 1B and a pass in Design and Analysis assessment. Students in disciplines other than Psychology must satisfy the course co-ordinators that they have the necessary background.

Content: This subject aims to develop students’ ability to conduct social research. In particular, the subject aims to provide students with the skills required to undertake research using quantitative research techniques. On completion of this subject, students should be able to understand the potential uses of quantitative methods, recognise appropriate applications of analysis of variance and regression procedures, analyse data (using sophisticated statistical computer packages) by analysis of variance and regression and interpret research articles which have used sophisticated research designs and advanced statistical procedures.

Required Reading: To be advised by lecturer


Class Contact: Three hours per week for one semester

Assessment: Examination, 50%; Laboratory exercises, 50%.

APP3020 QUALITATIVE SOCIAL RESEARCH METHODS

Campus Location(s): St. Albans, Footscray Park

Prerequisite(s): APPS2030 Qualitative Social Research Methods 1

Content: This course 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 course aims to help students familiarize 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.

Required Reading: Readings will be offered on a yearly bases but will be subject to change in light of current trends and movements in the area. Consequently, a required reading consistent from year to year will not be available or necessary. However, exemplars are as follows: Davidson, L., Stayner, D. A., Lambert, S., Smith, P & Sledge, H. [1997]. Phenomenological and participatory research on schizophrenia: Recovering the person in theory and practice. Journal of Social Issues, 53[4], pp.767-784; Gilbert, H., & Boxer, A. M. [1991]. Ethnographic issues in the study of AIDS. Journal of Sex Research, 28[2], 171-187; Way, N. [1997]. Using

**Class Contact** Three hours per week for one semester comprising one two-hour lecture and one one-hour laboratory session.

**Assessment** Laboratory assignments, 50%; Examination, 50%. (Subject to change.)

**APS3021 QUANTITATIVE SOCIAL RESEARCH METHODS**

**Campus** St. Albans, Footscray Park

**Prerequisite(s)** APS2040 Quantitative Social Research Methods

**Content** The aims of this subject are to: further develop students’ ability to conduct social research; provide students with skills to undertake research using multivariate statistical techniques; examine and explore theoretical and methodological issues in social research methods; expand students’ knowledge and understanding of the uses of multivariate designs and statistical methods in social research; introduce students to advanced techniques in social and psychological research, 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.

**Required Reading**


**Recommended Reading**


**Class Contact** Three hours per week for one semester comprising one two-hour lecture and one one-hour laboratory session.

**Assessment** Laboratory assignments, 50%; examination, 50%. (Subject to change.)

**APS3040 INDEPENDENT RESEARCH PROJECT**

**Campus** St Albans, Footscray Park

**Prerequisite(s)** APS3010 Social Research Methods 3.

**Content** This subject aims to provide students with limited, supervised experience in planning, conducting, analysing, and reporting a socially significant research study.

On completion of this subject, 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.

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

**Class Contact** Four hours per week for one semester. Students work in small groups under the supervision of a staff member.

**Assessment** Completed research paper, 80%; presentation of completed report, 20%.

**APT1310 PSYCHOLOGY 1**

**Campus** St Albans

**Prerequisite(s)** Nil

**Content** This subject provides, at an introductory level, an integrated understanding of life-long human development, and of the family and relationship context within which development occurs. A survey of social, emotional, cognitive and personality development in infancy, childhood, adolescence, adulthood and old age will be carried out. Theories of personality/social/emotional development and theories of cognitive development will be introduced; and the relationships between cognitive and social/emotional development examined. Also an introduction to the theory of family systems and to developmental changes in the family will be given.

**Required Reading**


**Recommended Reading**


**Assessment** Assignment/essay 40%; tutorial assessment 20%; examination 40%.

**APT1311 PSYCHOLOGY ACROSS THE LIFESPAN**

**Campus** St Albans

**Prerequisite(s)** Nil

**Content** Human development across the lifespan: social emotional, personality and cognitive development, relationship contexts and the family lifecycle. 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.

**Required Reading**


**Recommended Reading**


**Subject Hours** A total of 60 hours comprising three one-hour lectures, and one two-hour workshop per week.

**Assessment** Examination 40%; Essay 30%; Field study assignment 30%.
APT2050 PSYCHOLOGY FOR CHINESE MEDICINE PRACTITIONERS

Campus St Albans
Prerequisite(s) HHT1002 Fundamentals of Chinese Medicine; or equivalent.

Content An overview of: Psychoanalysis (Freud and others); Behaviorism (Skinner) and cognitive behavioral perspectives; Humanistic psychology (Maslow, Rogers); Transpersonal psychology (Jung, Grof, Laing and others); applications of psychological theory in the context of health and disease; Traditional Eastern perspectives on mind and consciousness; Contemporary research into mind and consciousness.


Subject Hours The equivalent of 3 hours per week for one semester consisting of two x one hour lectures and a one hour tutorial per week.

Assessment One 1500 word essay (50%) and an examination (50%). A pass must be gained in each component of assessment.

APT2330 PSYCHOSOCIAL ASPECTS OF HEALTH AND ILLNESS

Campus St Albans
Prerequisite(s) APP1012 Psychology 1A and APP1013 Psychology 1B or ASS1012 Sociology 1A and ASS1013 Sociology 1B or ACW1020 Sex & Gender and ACW1021 Fashioning Gender.

Content This subject 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.

Required Reading To be advised by lecturer.

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

Assessment Essay (2000 words), 40%; Examination, 30%; Four Commentaries (1600 words), 30%.

ASA1021 COMMUNITY DEVELOPMENT THEORY AND PRACTICE 1 (ASIA PACIFIC STREAM)

Campus St Albans
Prerequisite(s) Nil

Content This subject 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 subject 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.

Required Reading Fe, J. 2002, Community Development: Community based alternatives in an age of globalisation, Pearson Education, Frenchs Forest.


Recommended Reading Campfens, H., (ed), 1997, Community Development Around the world: Practice, Theory, Research, Training, University of Toronto Press, Toronto.


Class Contact Three hours per week for one semester, comprising one three-hour lecture/seminar.

Assessment 2 Essays, 40%; Journal/Folio, 20%.

ASA1022 COMMUNITY DEVELOPMENT THEORY AND PRACTICE 2 (ASIA PACIFIC STREAM)

Campus St Albans
Prerequisite(s) Nil

Content The aim of the subject 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 subject 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.


**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%.

ASA1030 INTRODUCTION TO SOCIOLOGY OF ASIA PACIFIC SOCIETIES

**Campus** St Albans

**Prerequisite(s)** Nil.

**Content** The subject aims to introduce students to key sociological concepts and approaches in understanding social contexts and problems in the regions of Asia and the Pacific, and to enable students to integrate the study of the social context of community with theories and practice of community development. The subject commences with an introduction to the nature and history of sociology and to key sociological concepts and dimensions, including concepts of inequality, class, gender, culture, socialisation, racism, ethnicity and community. The social contexts of a number of societies in the region are then analysed and compared, including Pacific Island countries, Australia/New Zealand, and some of the South East Asian states.

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

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

**Assessment** Class paper, 30%; Long essay, 40%; Research project, 30%.

ASA1040 INTRODUCTION TO POLITICS AND POLITICAL SYSTEMS IN THE ASIA PACIFIC REGION

**Campus** St Albans

**Prerequisite(s)** Nil.

**Content** The subject aims to introduce students to the study of politics, policy processes and the role of the government in countries of the Asian and Pacific regions, particularly the island states of the South Pacific. It will also provide students with an introduction to important regional and global political structures and issues located in or affecting these regions. The subject begins with a discussion of some key concepts of politics, including concepts of power, authority, legitimacy, democracy, political representation, political ideologies, and political systems (both parliamentary and non-parliamentary). The political systems of some societies in Asia and the Pacific are compared. Constitutions and electoral systems are discussed and processes of political representation analysed, including the role of political parties, social movements, community-based groups and the participation of women in politics. Key domestic and international structures are considered: South Pacific Commission, South Pacific Forum, Association of South East Asian Nations, and the United Nations’ Economic Commission for Asia and the Pacific.

**Required Reading** Andrew Heywood, Politics, Macmillan, London, 1997

**Recommended Reading** Fay Alailima, Fay Werner von Busch et al., New politics in the South Pacific, Institute of Pacific Studies, University of the South Pacific, Rarotonga, 1994.

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

**Assessment** Class paper, 30%; long essay, 40%; research project, 30%.

ASA1050 INTRODUCTION TO ECONOMIC SYSTEMS AND POLITICAL ECONOMY IN THE ASIAN AND PACIFIC REGIONS

**Campus** St Albans

**Prerequisite(s)** Nil.

**Content** This subject aims to introduce students to the study of economic concepts, economic processes and political economy and to some of the key features of local, national and regional economies in the Pacific. It aims also to provide an initial understanding of competing economic models as they apply to countries in the region. The historical development of economies in the South Pacific and South East Asia from precolonial to postcolonial periods is examined, and current economic policies and patterns discussed in relation to both internal policies and external linkages with the economies of larger powers, including the United States, China, Japan, the European Union and Australia/New Zealand. Economic planning and trading relations, co-operatives and small indigenous businesses, land tenure, agriculture, mining, forestry, fisheries, microcredit, co-operatives and small indigenous businesses, the measurement of economic growth and the contribution of unpaid work and the informal sector to development, the strategy of export-led industrialisation in Asian and Pacific countries, the impact of World Bank and IMF policies and the role of APEC and the World Trade Organization.


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

**Assessment** Tutorial presentation, 30%; long essay, 40%; research project, 30%.

ASA2021 COMMUNITY DEVELOPMENT THEORY AND PRACTICE 3 (ASIA PACIFIC STREAM)

**Campus** St Albans

**Prerequisite(s)** Completion of ASA1021 and ASA1022

**Content** The subject aims to introduce students to some of the essential features of organisations in contemporary societies, with a special emphasis on Asian and Pacific organisations at local, regional and international levels. Issues of power and co-operation within and between NGOs and government organisations will be examined. The subject will include discussion of classical approaches to understanding bureaucracy and traditional organisational structures, as well as more contemporary analyses. An examination of a range of alternative models of organisation located in Pacific Island and Asian cultures will form a part of the course. This will include Freireian models, empowerment models, feminist models, co-operatives and collectives. The subject concludes with a discussion of the implications of organisational theory and its various forms for community development practice. A number of case studies of organisations and organisational change including the impact of corporations on Asia Pacific community development contexts will also be studied.

ASA2030 REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY

Campus St Albans
Prerequisite(s) Nil.
Content This subject 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 United Nations. Specialised agencies, of the UN. ILO, UNESCO, FAO and WHO are examined from the point of view of how they influence their member nation’s policies. It begins with a study of the UN General Assembly, Security Council and Economic and Social Council (ECOSOC) together with some specialised agencies, the International Labour Organisation (ILO), United Nations Cultural, Educational and Scientific Organisation (UNESCO), Food and Agriculture Organisation (FAO) and the World Health Organisation (WHO). Other programs of the UN are looked at from the point of view of their strategies and policy-making and competing philosophies between them. The impact of the Cold War, its demise, and the impact of globalisation on the ability of international organisations to achieve their goals is a major theme. The United Nations Development Program (UNDP), the United Nations Fund for Women (UNIFEM), the UN High Commissioner for Refugees (UNHCR). The World Bank, the International Monetary Fund (IMF) and Asian Development Bank will be examined together with the newer trading organisations APEC and the World Trading Organisation (WTO). Asian and Pacific regionalism will be studied looking at organisations such as ASEAN, the South Pacific Commission and South Pacific Forum. Students will have an opportunity to specialise in areas of their interest.

Required Reading

Recommended Reading

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

Assessment Class presentations, 20%; two research projects, 40%; class test, 40%.

ASA2032 COMMUNICATION AND MEDIA IN ASIA AND THE SOUTH PACIFIC

Campus St Albans
Prerequisite(s) Nil.
Content The subject aims to familiarise students with existing and emerging communication structures, processes and networks in the Asia and the South Pacific, to enable students to critically analyse and evaluate the role and implications of a range of communication and media structures, processes and policies for countries and communities in the region, and to enable students to make effective use of communications, media and computer networks in community development contexts. The subject commences with an overview of the impact of a range of media and communication technologies on Pacific Island and Asian societies, including the impact of radio, television, video, fax, print media, and satellite communications. It then considers some of the sociological, political and ethical implications of communication processes and structures, including patterns of control and ownership and cultural implications. Some of the principal forms of communication are then considered in more detail, such as print media, television, video, and computer networking. Each form is discussed in relation to its theoretical and practical relevance in community development contexts.

Required Reading

Recommended Reading To be advised by lecturer.

Class Contact Two hours per week for one semester, comprising lectures and seminars.
ASA2033 MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS

**Campus** St Albans

**Prerequisite(s)** Nil

**Content** The subject 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, various types of non-governmental organisations, co-operatives and community businesses. The subject aims to give students a background in relevant theory, e.g. theory of organisational development, and also encourage them to develop their practical skills in the area of organisational management. Some of the topics this subject 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.

**Required Reading**

**Recommended Reading**

**Class Contact** Two hours per week for one semester comprising one two-hour seminar/workshop in the first semester. One two-hour work-in-progress seminar per fortnight in the second semester, together with individual consultations with the lecturer on research projects.

**Assessment**
- One one-hour lecture and one two-hour seminar/workshop over one semester. This subject may also be offered in summer semester.
- One 2500 word research proposal (first semester);
- One 5000 word research report (second semester).

ASA3004 SOCIAL RESEARCH 4

**Campus** St Albans

**Prerequisite(s)** Successful completion of second year Bachelor of Arts (Community Development) or Diploma in Community Development research subjects (or their equivalent).

**Content** The aim of the subject is to develop students’ understanding of the underlying social, political, ethical and epistemological foundations, interests and uses of research, and to develop students’ skills and experience in a variety of research modes relevant to community work. The first semester subject examines 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, computer methods of analysis, and preparation of research proposals. The second semester subject consists primarily of the implementation of students’ research proposals, work-in-progress seminars, and individual consultations on student’s research projects.

**Required Reading**

**Recommended Reading**
- Kane, E. 1985, *Writing Research Papers*, Scott Foresman Little, Glenview III.

**Class Contact** Two hours per week for one semester comprising one two-hour seminar/workshop in the first semester. One two-hour work-in-progress seminar per fortnight in the second semester, together with individual consultations with the lecturer on research projects.

**Assessment**
- One 2500 word research proposal (first semester);
- One 5000 word research report (second semester).
ASA 3021 COMMUNITY DEVELOPMENT THEORY AND PRACTICE 5
(ASIA PACIFIC STREAM)

Campus St Albans
Prerequisite[s] Successful completion of two Community Development Theory and Practice subjects (or their equivalent)
Content A major aim of this subject is to consolidate students' understanding of the central theoretical and practical aspects of community development work in the Asia Pacific region. The subject 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 course. 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 mobilization. The role of community development in the context of broader development issues and initiatives will also feature. In particular, we will review theories of development, globalisation, state and community relationships in order to assist in the development of theoretical understandings and how these relate to practical applications. The subject aims to encourage reflection, questioning and analysis of the ideological bases of community development theory and policy and its implementation.
Class Contact Three hours per week for one semester, comprising one one-hour lecture/seminar and one two-hour tutorial.
Assessment Class Paper, 40%; Class activity/presentation, 20%; Research Paper, 40%.

ASA 3022 COMMUNITY DEVELOPMENT THEORY AND PRACTICE 6
(ASIA PACIFIC STREAM).

Campus St Albans
Prerequisite[s] Successful completion of two Community Development Theory and Practice subjects
Content The aims of the subject are to consolidate students' understanding of the central theoretical and practical aspects of community development work and to further develop students' abilities in planning, implementing and evaluating community action plans and strategies. The subject 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, including approaches to understanding and researching the community action environment, processes of social mobilisation and strategies and methods of social action.
Class Contact Three hours per week for one semester, comprising one one-hour lecture/seminar and one two-hour tutorial.
Assessment Reflective Essay, 50%; Project, 40%; Class exercises 10%.

ASA 3025 REGIONAL ISSUES IN THE ASIA PACIFIC REGION A

Campus St Albans
Prerequisite[s] Successful completion of two Asia-Pacific context subjects.
Content The subject examines a range of policy issues faced by non-governmental organisations and community groups in Asia-Pacific societies, including: youth policy and issues; women's role in development; existing and alternative economic policies and their role in development; the impact of new technologies; the role of international non-governmental organisations and networks; community education policies; and environmental/resource conservation issues. Processes of policy formation and implementation in a number of countries in the region are discussed, using case studies of specific policies. Students are encouraged to research and analyse one of the policy issues in depth.
Required Reading To be advised by lecturer.
Class Contact Three hours per week for two semesters, comprising one one-hour lecture/seminar and one two-hour tutorial.
Assessment Class paper, 30%; Essay, 70%.

ASA 3026 REGIONAL ISSUES IN THE ASIA PACIFIC REGION B

Campus St Albans
Prerequisite[s] Successful completion of two Asia-Pacific context subjects.
Content The subject examines a range of policy issues faced by non-governmental organisations and community groups in Asia-Pacific societies, including: youth policy and issues; women's role in development; existing and alternative economic policies and their role in development; the impact of new technologies; the role of international non-governmental organisations and networks; community education policies; and environmental/resource conservation issues. Processes of policy formation and implementation in a number of countries in the region are discussed, using case studies of specific policies. Students are encouraged to research and analyse one of the policy issues in depth.
Required Reading To be advised by lecturer.
Class Contact Three hours per week for two semesters, comprising one one-hour lecture/seminar and one two-hour tutorial.
Assessment Class paper, 30%; Essay, 70%.

ASA 3033 ADULT AND COMMUNITY EDUCATION IN THE ASIA PACIFIC REGION

Campus St Albans
Prerequisite[s] Nil.
Content This subject will start by looking at the specific needs of the adult learner, in particular those which are participants or clients of community-based organisations. Some research and writings on adult learning will be studied, in particular that which addresses the issue of how organisations can develop into learning environments and improve their practice through greater learning. Some of the practices which have developed from the work of Brazilian Educator Paulo Freire will be examined including Adult Literacy, Participatory Research, Structural Analysis, Popular Education and Popular Theatre. In addition students will have an opportunity to develop their skills as facilitators in community education settings through practice with various approaches.
Recommended Reading Peter Jarvis, Ethics and Education for Adults in a Late Modern Society, National Institute for Adult and

**Class Contact** One three-hour seminar/workshop per week for one semester.

**Assessment** Preparation and facilitation of a communication workshop using Freirian or other contemporary adult education model, 50%; an essay of 2000 words analysing the application of community education to a community development context, 50%.

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**ASB1011 HUMAN SERVICES 1**

**Campus:** St Albans  
**Prerequisite(s):** Nil  
**Content:** This subject will provide students with a conceptual understanding of the organisational context and evolution of human services in Australia. Specific topics covered will be the changing philosophies and modes of human services delivery; Commonwealth, State, and local government roles; human services networks and interrelationships; the nature and structure of human services organisations, programs, advocacy bodies, and peak councils; accountability in human services organisations; roles, occupations, industrial relations, and occupational health and safety in the human services; and an overview of policy, planning, and future directions in the human services sector.

**Required Reading** To be advised  
**Recommended Reading:** To be advised  
**Class Contact** Three hours per week for one semester comprising one one-hour lecture/seminar and one two-hour tutorial.

**Assessment** Students are required to participate in a group presentation (30%) and submit a major 3000-word essay relating to the theory and practice of contemporary human services work (70%).

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**ASB2011 HUMAN SERVICES 2A**

**Campus:** St Albans  
**Prerequisite(s):** TBA  
**Content:** This subject will address theoretical and practical issues involved in planning and administering human services organisations and delivery. It will explore in detail such topics as program planning, co-ordination, implementation, and administration; strategic planning; organisational roles and accountabilities; information and information technology systems for human services organisations; industrial relations and occupational health and safety practices; and organisational communication skills.

**Required Reading** TBA  
**Recommended Reading** TBA  
**Class Contact** One semester subject, three hours per, comprising one one-hour lecture/seminar and one two-hour tutorial. Practical computer laboratory sessions will be included.

**Assessment** The major assessment in this subject will be the preparation of a 3000-word Organisational Profile describing and analysing a human service organisation's planning processes and strategies, organizational roles, communication systems, and industrial relations and OHS aspects (70%). The minor assessment will be the production of test computer spreadsheet and data base reports based on lab sessions (30%).

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**ASB3011 HUMAN SERVICES 2B**

**Campus:** St Albans  
**Prerequisite(s):** Human Services 1  
**Content:** Within the context of organisational strategic planning, this subject will address issues of financial planning for both organisations and specific programs. Students will be introduced to the preparation and analysis of financial statements and reports, the various phases of budget preparation. The subject will further focus on the preparation and writing up of submissions and tenders.

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

**Class Contact** One semester subject, three hours per, comprising one one-hour lecture/seminar and one two-hour tutorial. Practical computer laboratory sessions will be included.

**Assessment** Students are required to prepare a detailed 3000-word submission (hypothetical) for a human services organisation (70%). Students will also be required to prepare a budget and financial analysis for a human services program (30%).

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**ASC1011 AUSTRALIAN SOCIETY: A SOCIOLOGICAL INTRODUCTION**

**Campus:** St Albans  
**Prerequisite(s):** Nil.  
**Content:** The subject aims to introduce students to some of the essential features of Australian social relations and to key social theories relating to social inequality, gender, class, ethnicity and the environment. Topics covered include: introduction to sociology and sociological concepts, ethnicity, racism and the Aboriginal experience, traditional and contemporary theories of class, income distribution, labour market, theories of patriarchy and gender relation, and recent studies of social problems and inequalities in health, housing, employment and the human services.

**Required Reading** To be advised by lecturer.  
**Class Contact** Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial.

**Assessment** Tutorial paper, 30%; Major essay, 70%.

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**ASC1021 COMMUNITY DEVELOPMENT THEORY AND PRACTICE 1**

**Campus:** St Albans  
**Prerequisite(s):** Nil.  
**Content:** The subject aims to introduce students to the theory and practice of community development, explore models of community development, and provide a historical overview of community development approaches and case studies in both Australian and internationally. Topics covered include: definitions and concepts of ‘community’ and ‘community development’; boundaries between community development and other human service occupations; relation to broader social theories (functionalist, pluralist, critical, feminist, ecological); historical emergence of community development, especially in the United States, UK, Third World and Australia; introduction to key concepts and models in community development, including empowerment theories, consciousness raising, mobilisation (including Alinsky and other models of mobilisation), advocacy, social action models, and social movements.

**Required Reading** To be advised by lecturer.  
**Class Contact** Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial.

**Assessment** Students are required to present a tutorial paper and to submit a 1500 word essay examining the relation between theory and practice in a specific community development setting.

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**ASC1022 COMMUNITY DEVELOPMENT THEORY AND PRACTICE 2**

**Campus:** St Albans  
**Prerequisite(s):** Nil.  
**Content:** The subject aims to introduce students to the ways in which community development theory can be applied in the specific context of welfare and human rights, and to provide students with the knowledge and skills to practice advocacy and analyse policy in these areas. Topics covered include: nature, definition and implementation of human rights, with reference to international
treaties and conventions; evolution of social security arrangements in Australia; social security structure and systems; specific social security benefits and associated issues; advocacy on behalf of social security claimants; appeal processes; role of welfare rights workers; social action campaigns on welfare and social security issues.

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

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

**Assessment** Students are required to prepare and present a role play of a welfare rights case study and submit a written report analysing the welfare rights issues involved and the processes for redress, appeal and policy change.

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**ASC1033 COMMUNITY DEVELOPMENT**

**WORKSHOP 2**

**Campus** St Albans

**Prerequisite(s)** Nil.

**Content** The subject aims to assist students to develop appropriate interpersonal skills in a range of interview, advocacy and referral contexts, and to enable students to identify the role play by class, gender and ethnicity in interpersonal communication. Topics covered include: definitions of communication and communication issues in community development settings; communication and empowerment; non-verbal communication; interviewing skills; active listening, questioning, problem-solving, planning skills; responding to crisis; accurate needs assessment; appropriate referrals; role of interpreters; advocacy; negotiation skills; ethics and confidentiality issues.

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

**Class Contact** Two hours per week for one semester comprising one two-hour workshop.

**Assessment** Students will be required to conduct a simulated interview and provide a written report analysing the interview; and to write a short paper analysing the nature of interpersonal communication in a specific community development context.

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**ASC1041 THE AUSTRALIAN ECONOMY – AN INTRODUCTION**

**Campus** St Albans

**Prerequisite(s)** Nil.

**Content** The aim of the subject is to introduce students to the study of economics, economic processes and the role of the state within capitalist economies; to introduce students to some of the central theory, research and debates within contemporary economics; and to examine the economic context of the theory and development of community development in Australia. The subject begins with an introduction to economics and the Australian national economy, proceeds to the study of macroeconomic policy, both within the private sector and in government systems, examines budgetary processes, wage and award systems, and technology, and analyses debates over equity, social justice, and economic rationalism.

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

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

**Assessment** Students are required to submit: (a) an essay on economic aspects of a specific area of community development work; (b) participate in a group project on an aspect of labour market economics; and (c) submit an essay analysing a specific public sector economic policy.

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**ASC1051 THE AUSTRALIAN POLITICAL SYSTEM – AN INTRODUCTION**

**Campus** St Alans

**Prerequisite(s)** Nil.

**Content** The subject aims to introduce students to the study of politics, policy processes and the role of the State in Australian society, and to the central political structures and processes at local, state and federal levels. Beginning with an introduction to politics as a field of study and key political concepts, the subject goes on to examine the structures and processes of government, including electoral systems, parliament, executive, bureaucracy, legislative processes, and the legal system. The subject then examines processes of representation, including parties, the role of independents, and interest groups, as well as case studies of political and social change involving community groups and organisations.

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

**Recommended Reading** To be advised.

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

**Assessment** One major research project and one essay on an interest group.

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**ASC1082 FIELDWORK PLACEMENT**

**Campus** St Albans Footscray Park

**Prerequisite(s)** Nil

**Content** Students are placed in a community or human services agency with the aims of introducing them to the organizational and policy context of the agency, helping them 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 organization, community profiling, and organizational 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.

**Required Reading**: VU BA Community Development Fieldwork Guidelines or VU BA Human Services Fieldwork Guidelines

**Recommended Reading**: To be advised by fieldwork co-ordinator.

**Class Contact**: 100 hours’ placement time, plus fortnightly 1-hr fieldwork integration workshops on campus.

**Assessment**: The subject is graded satisfactory or unsatisfactory. Students are required to: (a) keep a detailed log of the hours worked in the placement time, including time spend working at the placement, travelling time, supervision meetings, and integration workshops; (b) keep a reflective journal on their fieldwork; and (c) submit a 1000-1500 word end of fieldwork report on what has been learned out of the placement in relation to the learning objectives set out in the placement contract. Agency supervisors are required to submit a brief report confirming the outcomes of the placement and the log of hours worked. 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.
ASC2001 SOCIAL RESEARCH 1

Campus: Footscray
Prerequisite(s): Satisfactory completion of all first year subjects.
Content: The subject aims to give students an introduction to, and overview of, relevant research approaches in the field of community development; to examine issues and concepts necessary to understanding of various research methodologies; and to develop students' competency in carrying out research. The subject begins with an introduction to the role of research in community development, examines the relative advantages and disadvantages of quantitative and qualitative methods, and then focuses in turn on the following research methods: participant observation, surveys and questionnaires, social indicators, case studies, and action research. Further topics covered include research design and planning, research proposals, and research ethics.

Required Reading: To be advised by lecturer.
Class Contact: Two hours per week for one semester comprising one two-hour seminar/workshop.
Assessment: Students are required to submit (a) an essay critically evaluating a research project, and (b) a research proposal.

ASC2002 SOCIAL RESEARCH 2

Campus: Footscray
Prerequisite(s): Satisfactory completion of all first year subjects.
Content: The aim of the subject is to introduce students to the nature of action research, the use of action research in community development, and the processes and skills involved in action research. Topics covered include: introduction to action research 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.

Required Reading: To be advised by lecturer.
Class Contact: Two hours per week for one semester comprising one two-hour seminar/workshop.
Assessment: Students are required to prepare two reports: an action research brief in conjunction with the second year field placement requirements; and, a report on the fieldwork action research project.

ASC2003 RESEARCH AND FIELDWORK 1

Campus: St Albans
Prerequisite(s): Satisfactory completion of all first year subjects or equivalent
Content: The subject begins with an introduction to the role of research in community development and community-building, examines the relative advantages and disadvantages of quantitative and qualitative approaches to research, and then focuses on participant observation surveys and questionnaires, social indicators, case studies and action research. Further topics covered include research design and planning research proposals and research ethics. Students will be oriented to, prepare for, and commence a 100-hour fieldwork placement in the community-based human services agency in which they will carry out their research project. This project will involve a total of 200 hours over the whole year.


Recommended Reading: Further reading to be advised by lecturer.
Class Contact: 1 hr lecture, 1 hr tutorial, plus fieldwork placement totalling 100 hrs in agency
Assessment: Students are required to: (1) Prepare a short (1000 words) action research or participatory rapid appraisal project brief in conjunction with the second year field placement; (2) write a 2,500 word report on the project; (3) keep a reflective learning journal of their fieldwork learning experience and write a 1,000 word reflective learning report based on their experience in the fieldwork component. Further details of these assessment requirements are contained in the course Fieldwork Handbook.

ASC2004 RESEARCH AND FIELDWORK 2

Campus: St Albans
Prerequisite(s): Satisfactory completion of all first year subjects or equivalent.
Content: Topics covered 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.


Recommended Reading: Further reading to be advised by lecturer.
Class Contact: 1 hr lecture, 1 hr tutorial, plus fieldwork placement totalling 100 hrs in agency
Assessment: Students are required to: (1) Prepare a short (1000 words) action research or participatory rapid appraisal project brief in conjunction with the second year field placement; (2) write a 2,500 word report on the project; (3) keep a reflective learning journal of their fieldwork learning experience and write a 1,000 word reflective learning report based on their experience in the fieldwork component. Further details of these assessment requirements are contained in the course Fieldwork Handbook.

ASC2010 HUMAN 1

Campus: St Albans
Prerequisite(s): Nil.
Content: This subject will provide students with a conceptual understanding of the organisational context and evolution of human services in Australia. Specific topics covered will be the changing philosophies and modes of human services delivery; Commonwealth, State, and local government roles; human services networks and interrelationships; the nature and structure of human services organisations, programs, advocacy bodies, and peak councils; accountability in human services organisations; roles, occupations, industrial relations, and occupational health and safety in the human services; and an overview of policy, planning, and future directions in the human services sector.

Required Reading: To be advised by lecturer.
Class Contact: Three hours per week for one semester comprising one one-hour lecture/seminar and one two-hour tutorial.
Assessment: Students are required to participate in a group presentation (30%) and submit a major 3000-word essay relating to
the theory and practice of contemporary human services work (70%).

ASC2021 COMMUNITY DEVELOPMENT THEORY AND PRACTICE 3
Campus St Albans
Prerequisite(s) Nil.
Content The subject aims to introduce students to some of the essential features of work and organisations and to give students a grasp of the organisational context of community development. Topics covered include: work and organisations, including bureaucratic organisations, management controls, industrial organisations; unions and professional associations; organisational theories and concepts, particularly relating to power, change, democracy and innovation; implications of organisational theory for community development theory and practice.
Required Reading To be advised by lecturer.
Class Contact Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial.
Assessment Students are required to: (a) write a 1500 word essay analysing a bureaucratic organisation; and (b) develop a strategy plan on options for structural change and community development practice within the context of a formal organisation.

ASC2022 COMMUNITY DEVELOPMENT THEORY AND PRACTICE 4
Campus St Albans
Prerequisite(s) Nil.
Content The subject aims to introduce students to some of the significant theory and practice of empowerment, to the theory and practice of conscientisation associated with Paulo Freire, and to the theory and practice of social action. Topics covered include: power and powerlessness; models of empowerment; conscientisation theory; Marxian concepts of alienation and creative labour; feminist theories of power and empowerment; theory and practice of social action, relation of social action to political processes; and studies of Australian action.
Required Reading To be advised by lecturer.
Class Contact Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial.
Assessment Minor assessment, 20%; major assessment, 80%.

ASC2031 COMMUNITY DEVELOPMENT WORKSHOP 3
Campus St Albans
Prerequisite(s) Nil.
Content The subject aims to provide a theoretical framework for understanding communication processes in groups and organisations, and to develop students’ skills in oral and written communication in a variety of community development organisational contexts. Topics covered include: social contexts of groups and group processes; formal/informal distinctions; group cohesion; inclusion/exclusion; power/pressure/control; modes of decision-making; leadership functions and styles; different types of group and their relevance to specific community development contexts; group cultures, norms and values; impact of gender, class and ethnicity on group processes; committees of management; and case studies of the role of groups in community development.
Required Reading To be advised by lecturer.
Class Contact Two hours per week for one semester comprising one two-hour seminar/workshop.
Assessment Students are required to (a) prepare and participate in a simulated role play of a Committee of Management; and (b) submit a report describing and evaluating a group process in a community development setting.

ASC2032 COMMUNITY DEVELOPMENT WORKSHOP 4
Campus St Albans
Prerequisite(s) Satisfactory completion of first year Community Development workshop subjects.
Content The subject aims to introduce students to the theory and practice of communicating at a community level in context of a community-based action campaign, and to enable students to gain competence in access to community-based information systems and in modern information dissemination techniques. Topics covered include: theories of information and mass communication; strategies and skills in information dissemination; public speaking skills; engaging with the media; negotiating skills; and communication strategies in the context of social action campaigns.
Required Reading To be advised by lecturer.
Class Contact Two hours per week for one semester comprising one two-hour seminar/workshop.
Assessment Students are required to either organise a seminar program on a community issue, or to present a plan for a social action campaign both in written and oral form.

ASC2091 SOCIAL POLICY 1
Campus St Albans
Prerequisite(s) Satisfactory completion of all first year subjects.
Content The subject aims to introduce students to some of the theoretical debates concerning the State and its role in social policy formation processes, and to the means by which policy outcomes might be changed through community development social action. The subject includes an introduction to the theory of the State and of welfare, examination of a range of perspectives on the State, including liberal, Marxist, feminist and crisis theories, and proceeds to an examination of policy processes at local, state and federal levels.
Required Reading To be advised by lecturer.
Class Contact Three hours per week for one semester comprising one one-hour lecture and one two-hour tutorial.
Assessment One major essay, 70%; One tutorial paper, 30%.

ASC3003 SOCIAL RESEARCH 3
Campus Footscray
Prerequisite(s) Successful completion of one second year Bachelor of Arts (Community Development) or Associate Diploma in Community Development research subjects (or their equivalent).
Content The aim of the subject is to develop students’ understanding of the underlying social, political, ethical and epistemological foundations, interests and uses of research, and to develop students’ skills and experience in a variety of research modes relevant to community work. The first semester subject examines 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, computer methods of analysis, and the preparation of research proposals. The second semester subject consists primarily of the implementation of students’ research proposals, work-in-progress seminars, and individual consultations on student’s research projects.


**Class Contact** Two hours per week for one semester comprising one two-hour seminar/workshop in the first semester. One two-hour work-in-progress seminar per fortnight in the second semester, together with individual consultations with the lecturer on research projects.

**Assessment** includes: one 1500 word essay reflecting on a specific method (first semester); one 2500 word research proposal (first semester); and, one 4000 word research report (second semester).

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**ASC3004 SOCIAL RESEARCH 4**

**Campus** Footscray

**Prerequisite(s)** Successful completion of one second year Bachelor of Arts (Community Development) or Associate Diploma in Community Development research subjects (or their equivalent).

**Content** The aim of the subject is to develop students’ understanding of the underling social, political, ethical and epistemological foundations, interests and uses of research, and to develop students’ skills and experience in a variety of research modes relevant to community work. The first semester subject examines 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, computer methods of analysis, and the preparation of research proposals. The second semester subject consists primarily of the implementation of students’ research proposals, work-in-progress seminars, and individual consultations on student’s research projects.


**Class Contact** Two hours per week for one semester comprising one two-hour seminar/workshop in the first semester. One two-hour work-in-progress seminar per fortnight in the second semester, together with individual consultations with the lecturer on research projects.

**Assessment** includes: one 1500 word essay reflecting on a specific method (first semester); one 2500 word research proposal (first semester); and, one 4000 word research report (second semester).

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**ASC3005 RESEARCH AND FIELDWORK 3**

**Campus** St Albans

**Prerequisite(s)** Satisfactory completion of all second year subjects or equivalent

**Content** The subject 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, 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 1, as the research project must be a co-operative and collaborative arrangement with the supervising agency.


**Recommended Reading** To be advised

**Class Contact** 1 hr lecture, 1 hr tutorial, plus fieldwork placement totalling 100 hrs in agency

**Assessment** Students are required to write one 2,000 word essay reflecting on a specific research method, and prepare one 2,000 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.

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**ASC3006 RESEARCH AND FIELDWORK 4**

**Campus** St Albans

**Prerequisite(s)** Satisfactory completion of all first year subjects or equivalent

**Content** The subject 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 is also an important component of this subject. Students will complete the final 100 hours fieldwork placement in the supervising agency.


**Recommended Reading** To be advised

**Class Contact** 1 hr lecture, 1 hr tutorial or seminar, plus fieldwork placement totalling 100 hrs in agency

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**ASC3021 COMMUNITY DEVELOPMENT THEORY AND PRACTICE 5**

**Campus** St Albans

**Prerequisite(s)** Successful completion of second year Bachelor of Arts in [Community Development] or Associate Diploma in
Community Development Theory and Practice subjects (or their equivalent).

**Content** The aim of the subject is to introduce students to Australian community studies and to the study of specific regions, particularly the western region of Melbourne. The subject 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.


**Class Contact** Two hours per week for one semester comprising one one-hour lecture and one two-hour seminar.

**Assessment** includes: (a) a 1000 word profile of a community development site; (b) a presentation of a community case study; and (c) a 3000 word community case study.

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**ASC3022 COMMUNITY DEVELOPMENT THEORY AND PRACTICE 6**

**Campus** St Albans

**Prerequisite(s)** Successful completion of second year BA or Associate Diploma of Social Science (Community Development) Communication Workshop subjects (or their equivalent).

**Content** The aims of this second semester third year subject is to consolidate students’ understandings 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 mobilization 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.


**Class Contact** Two hours per week for one semester comprising lectures and seminars.

**Assessment** includes: a hypothetical role-playing community action meeting, 20%; a 2000 word written community social action plan, 40%; and a 2000 word project management plan or 2000 word essay analysing the relation of theory to practice in a specific campaign or project, 40%.
impact on social policy formation in recent years. Here the focus is on the manifold issues surrounding privatisation, deregulation, economic rationalism and public sector reform.

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

**Class Contact** Three hours per week for two semesters comprising one one-hour lecture and one two-hour seminar.

**Assessment** Semester one: One tutorial participation, 10%; book review, 20%; seminar paper, 20%; essay, 50%. Semester two: A number of short papers (1500 words) and a research essay (3000 words), to be determined in consultation with students at the beginning of the semester. Final assessment based on satisfactory completion of assignments and satisfactory attendance (80%) at classes.

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**ASC3095 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES**

**Campus** St Albans

**Prerequisite(s)** Nil.

**Content** This subject 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 subject aims to develop students' skills in understanding and practicing 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.


**Class Contact** Three hours per week for one semester comprising one three-hour seminar/workshop.

**Assessment** Assessed role-play, 40%; 3000 word essay analysing a particular dispute, 60%.

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**ASE1410 SOCIOLOGY OF HEALTH AND ILLNESS**

**TBA**

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**ASH4011 SOCIOLOGY HONOURS**

**Campus** St Albans

**Prerequisite(s)** Completion of an appropriate sociology major in Asia-Pacific Studies/ Policy Studies or equivalent

**Content** The subject 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.

**Required Reading** To be determined in consultation with the student.

**Class Contact** The subject will be offered by directed study and/or seminars.

**Assessment** Seminar paper, 50%; Reflective essay, 50%.

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**ASL1003 CRIMINAL JUSTICE SYSTEM**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** 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.


**Recommended Reading** Students will be required to purchase a set of readings for this subject to be used in conjunction with tutorial and assessment requirements.

**Class Contact** One two-hour lecture plus one one-hour tutorial. Total study hours of at least 9 hours per week.

**Assessment** One preliminary assignment focussing on written communication; one 1000 word tutorial exercise; one final essay 2500. Students may be required to keep a journal reflecting their
overall course participation and the interaction between different 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.

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

**Class Contact** Two hours per week consisting of one one-hour lecture and a one-hour tutorial/seminar, plus 3 hours of web-based learning per semester.

**Assessment** Two seminar papers, 50%; major essay, 50%.

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**ASM2002 MEDIATION**

**Campus** Footscray Park

**Prerequisite(s)** Nil.

**Content** This subject 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).

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

**Class Contact** Normally three hours per week, consisting of one 1 hour lecture and a 2 hour workshop.

**Assessment** 3000 word essay analysing a mediated dispute, 50%; assessed role play, 50%. Students are expected to have 80% attendance at lectures and workshops.

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**ASM2002 RESTORATIVE JUSTICE**

**Campus** Footscray Park

**Prerequisite(s)** Nil.

**Content** The subject 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 subject will consider the opportunities and limitations of restorative justice strategies in diverse societies.


**Class Contact** Normal three hours per week, consisting of one 1 hour lecture and a 2 hour workshop involving group work.

**Assessment** One short assignment of 1000 words, 20%; one group project, 40%; one major essay of 2500 words, 40%. Students are expected to have 80% attendance at lectures and workshops.

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**ASM3001 ADVOCACY AND MEDIATION INTERNSHIP 1**

**Campus** Footscray Park

**Prerequisite(s)** First and Second year Advocacy and Mediation

**Content** The completed Internship [ASM3001 and ASM3002] will include 200 hours at an appropriate agency or organization.
Students will be required to complete a series of tasks that are oriented and integral to the work of the agency or organization (see assessment task)

**Required Reading** BA (Advocacy and Mediation) Internship Manual

**Recommended Reading** Not applicable

**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).

**Assessment and Requirements** 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.

A 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).

A preliminary draft/plan of the 2500 word internship final report.

The subject will be graded as satisfactory or unsatisfactory.

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**ASM3002 ADVOCACY AND MEDIATION INTERNSHIP 2**

**Campus** Footscray Park

**Prerequisite(s)** First and Second year Advocacy and Mediation

**Content** The completed Internship (ASM3001 and ASM 3002) will include 200 hours at an appropriate agency or organization.

Students will be required to complete a series of tasks that are oriented and integral to the work of the agency or organization (see assessment task).

The Internship will also include the Capstone task as part of the assessment.

**Required Reading** BA (Advocacy and Mediation) Internship Manual

**Recommended Reading** Not applicable

**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).

**Assessment and Requirements** Log of hours as submitted by the student and confirmed by the agency supervisor at the end of the internship.

The completion of a learning journal involving a minimum of twelve substantive entries shown to the University supervisor at end of placement.

A 2500 word internship final report submitted by the student (in addition to any task reports or materials required by the specific internship project).

The Capstone Task of 1500 words where students reflect on their personal development in the area of the Victoria University core.

**Required Reading** To be advised by lecturer


**Class Contact** Three hours per week, comprising two hours of lectures and a one hour tutorial.

**Assessment** Mid semester exercise, 30%; essay, 40%; examination, 30%. Final assessment requires satisfactory completion of all assignments and attendance at 80% of tutorials/seminars.

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**ASS1001 SOCIOLOGY 1A (INTRODUCTION TO SOCIOLOGY)**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** This introductory subject to a sociology major seeks to give an overview of sociology—an introduction to how we might go about ‘thinking society’ in a systematic and disciplined way. The subject introduces students to some main trends in social theory, past and present. It looks at how that theory might be applied to specific areas of investigation and research. The subject aims to equip students with the ability to distinguish a sociological approach from other possible approaches to information, social situations, issues and problems; to recognize and experiment with different theoretical frameworks within sociology; to begin to apply a range of critical analytical skills to a variety of contemporary social arrangements and social issues.

**Required Reading** To be advised by lecturer

**Recommended Reading**

**Class Contact** Three hours per week for one semester, comprising two hours of lectures and one one-hour tutorial.

**Assessment** Preliminary assignment, 20%; 2 tutorial-based exercises of total 50%; end-of semester exam, 30%. Final assessment requires satisfactory completion of all assignments and attendance at 80% of tutorials/seminars.

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**ASS1002 SOCIOLOGY 1B (MANAGING NORMALITY)**

**Campus** Footscray Park

**Prerequisites** ASS1001 Sociology 1A (Introduction to Sociology)

**Content** This subject 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 in a range of jurisdictions including law and medicine. Students are introduced to sociological analyses of deviance, and to questions concerning the contribution of sociological investigation to the work of social regulation. Broad topic areas include women and criminal deviance, juvenile crime, the medicalisation of deviance, corporate crime and social disadvantage.

**Required Reading** To be advised by lecturer


**Class Contact** Three hours per week, comprising two hours of lectures and a one hour tutorial.

**Assessment** Mid semester exercise, 30%; essay, 40%; examination, 30%. Final assessment requires satisfactory completion of all assignments and attendance at 80% of tutorials.

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**ASS1005 SOCIAL AND CULTURAL CHANGE**

**Campus** Location (s): St Albans

**Prerequisite(s)** Nil

**Content** This subject 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.

**Required Reading**: Max Quanchi and Ron Adams, *Culture contact in the Pacific*, Cambridge University Press, Melbourne,
ASS1012 SOCIOLOGY 1A – INTRODUCTION TO AUSTRALIAN SOCIETY AND CULTURES
Campus St Albans.
Prerequisite(s) Nil
Content Sociology 1A offers the opportunity to critically examine social issues and explore questions of social and cultural identity. Sociology 1A focuses upon the key sociological skills necessary for informed and intelligent social analysis. We examine the different ways that we represent our social identities. We also look at the way we live our lives. Sociology 1A introduces students to a range of ideas about the social world and provides the conceptual skills necessary to understand our rapidly changing global cultures.
Class Contact Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial.
Assessment A tutorial presentation 40%, Journal 1, 20%, Journal 2, 40%. Final assessment requires satisfactory completion of all assignments.

ASS1013 SOCIOLOGY 1B ISSUES IN AUSTRALIAN SOCIETY AND CULTURE
Campus St Albans.
Prerequisite(s) Nil
Content This subject examines processes of social change and addresses the issue of how our identities are developing and changing in an increasingly complex world. In particular we examine how social identities are ‘made up’ in historically and culturally specific ways. Some of the questions posed and examined in the subject include: How are new technologies, including gene technology, affecting our social lives and fabricating new forms of identity? What environmental challenges and issues confront us as we near the twenty first century? What issues are of central concern to indigenous peoples? How have indigenous peoples sought to maintain their cultural identity in the light of current changes? What does globalisation mean for us in terms of cultural life in Australia? How can we explain the rise of Pauline Hanson’s One Nation Party? How might we best analyse issues of racial and national identity? Sociology 1B provides students with the requisite knowledge and skills for making informed social judgments and commentary on these and other important contemporary issues.
Class Contact Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial.
Assessment A tutorial presentation 25%, Journal 1, 35%, Journal 2, 40%.

ASS2001 SOCIAL ISSUES IN CONTEMPORARY ASIA
Campus St Albans
Prerequisite(s) ASS1012 and ASS1013 Sociology 1A and 1B.
Content This subject will develop students’ understanding of the tension between globalisation and nationalism in countries of South East Asia and South Asia. Australia’s historical, cultural and political representations of ‘Asia’ will be examined with particular reference to discussions of fear and desire towards ‘Asia’. The subject 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.
Class Contact: One-hour lecture and 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.

ASS2006 SOCIAL CHANGE: AUSTRALIAN AND GLOBAL DIMENSIONS
Campus Footscray Park
Prerequisite(s) Normally two first year Sociology subjects.
Content The main focus of this subject is on the genesis and consequences of social change in different types of societies. The subject examines current issues in development and underdevelopment in the Third World, identifies their historical and economic backgrounds, and analyses their underlying trends. Australia’s domestic issues will be examined in relation to international issues which bear directly or indirectly on Australia. Topics include: theories of social change, evolutionism old and new, Max Weber and rationalisation, Karl Marx and historical materialism, modernisation and change is the Third World, post-World War II economic order and consequences, modernisation theory and development in the Third World, agencies of development, sustainable development and environment, fall of Eastern Bloc and emerging new order, dependency theory and
global capitalism, transnational corporations in advanced countries and the Third World, Australia in Asia Pacific region.

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


**Class Contact** Two hours per week for one semester, comprising one one-hour lecture and one one-hour seminar each week plus three hours of self-directed learning per semester.

**Assessment** Major essay, 40%; seminar paper, 30%; test, 30%. Final assessment requires satisfactory completion of all assignments and attendance at 80% of tutorials/seminars.

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**ASS2009 MAKING MODERN IDENTITIES**

**Campus** Footscray Park

**Prerequisite(s)** Normally two first year sociology subjects or designated first year foundation subjects.

**Content** This subject 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 subject looks to the newly visible categories of ‘women, ‘migrant’, ‘gay’ and ‘black’, and to slightly older categories like ‘the homosexual’, ‘the delinquent’, ‘the Aborigine’ to question more familiar narratives of identity formation and to explore the implications of those moves for understanding connections between identity formation and governmental activity.

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

**Class Contact** Two hours per week comprising a one hour of lectures and one one-hour tutorial plus three hours of self-directed learning per semester.

**Assessment** Two sets of guide questions (1000 words each) and one essay (2000 words). Final assessment requires satisfactory completion of all assignments and attendance at 80% of tutorials/seminars.

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**ASS2010 SOCIOLOGY 2A-SOCIAL ISSUES IN CONTEMPORARY ASIA**

**Campus** St Albans

**Prerequisite(s)** Normally sociology 1A and 1B.

**Content** This subject will develop students’ understanding of the tension between globalisation and nationalism in countries of South East Asia and South Asia. Australia’s historical, cultural and political representations of ‘Asia’ will be examined with particular reference to the ambivalent expressions of fear and desire towards the region. The subject will address issues such as sex tourism, women and the new international division of labour, the rise of a global middle class, the Asian economic crisis, the aftermaths of the tsunami, environmental and anti-globalisation activism in the region and nation building in East Timor.


**Class Contact** One hour lecture and one hour tutorial per week plus one three hour online learning exercise.

**Assessment** Research essay, 50%; group presentation, 25%; review essay/ media exercise, 25%.

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**ASS2011 SOCIOLOGY 2B-SOCIAL AND CULTURAL CHANGE IN THE SOUTH PACIFIC**

**Campus** St Albans

**Prerequisite(s)** ASS1012 and ASS1013 Sociology 1A and 1B.

**Content** This subject 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.

**Required Reading** Max Quanchi and Ron Adams, Culture contact in the Pacific; Cambridge University Press, Melbourne, 1993.


**Class Contact** One hour lecture and one hour tutorial per week plus one three hour independent learning project.

**Assessment** Tutorial presentation, 20%; book review, 20%; major essay, 30%; class test, 20%; class participation, 10%.

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**ASS2013 SOCIOLOGY OF THE BODY**

**Campus** Footscray Park

**Prerequisite(s)** Normally two first year sociology subjects.

**Content** This unit 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 theories 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.

**Required Reading** ASS2013 Course Reader.


**Class Contact** Two hours per week for one semester comprising one one-hour lecture and one one-hour seminar, plus three hours per semester of self-directed learning.

**Assessment** Group presentation (20%), two sets of Guide Questions (40%), essay 40%. Final assessment requires satisfactory
ASS2025 TRANSNATIONAL SOCIAL MOVEMENTS

Campus Footscray Park

Prerequisite(s) Foundations in Political Science (AAP 1010) or Sociology 1A and IB

Content This subject will critically examine the increasing significance and reach of non-party political formations such as the global justice movement, civil society organisations and transnational environmental, peace and labour networks. It will introduce students to the most recent literature on social movement theory and explore the relationship between transnational social movements and globalisation. The subject will include specific case study material as well as introducing wider debates on the role of the nation state since September 11, 2001, contemporary critiques of neoliberalism and the problem of political engagement in the post-cold war era.


Class Contact One hour lecture and one hour tutorial per week plus one three hour on-line exercise.

Assessment —Seminars paper, 25%; Micro-Case Study, 35%; Research Essay, 40%.

ASS2027 TIMOR LESTE: HISTORY, POLITICS AND SOCIETY

Campus Footscray Park

Prerequisite(s) Foundations in Political Science (AAP 1010) or Sociology 1A and IB

Content This subject examines the role and character of the state. It employs a range of methods to understand the nature of the East Timorese state. It will also introduce participants to key areas of Timorese thought and action and provide an introduction to the most recent literature on social movement theory and movements and globalisation. The subject will include specific case study material as well as introducing wider debates on the role of the nation state since September 11, 2001, contemporary critiques of neoliberalism and the problem of political engagement in the post-cold war era.


Class Contact —In 2006 this course will be taught by means of a study tour to Timor-Leste in June-July. In alternate years it will be taught at a City Campus for two hours per week and include one three hour study visit in Melbourne. Each enrolled student will present a tutorial paper.

Assessment —One book review, 20%; One class presentation, 20%; One essay/research project, 60%.

ASS2040 SOCIOLOGY 2C – SOCIOLOGY OF POWER AND THE STATE

1: CONCEPTS, CRITIQUES AND PRACTICES

Campus St Albans

Prerequisite(s) ASS 1012 Sociology 1A, ASS1013 Sociology 1B or by negotiation with the subject co-ordinator

Content The aim of this subject is for students to have achieved an understanding of and a familiarity with a number of sociological concepts and political practices; to have developed skills in analysing and critiquing policies and to have an appreciation of the reasons why change is complex and often conflictual. The underlying theme of the subject is the study of power and sovereignty. What is it? Who has and who doesn’t have it? The subject examines the role and character of the state. It employs a variety of discourses around the notion of the state including Feminism, Marxism, Liberalism and Poststructuralism. It examines barriers to social change via the exploration of a series of case studies of specific policy issues.

Required Reading To be advised by lecturer

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ASS2050 SOCIOLOGY 2D: SOCIOLOGY OF POWER AND THE STATE 2: THE CONTEMPORARY STATE AND SOCIAL IDENTITY IN THE 21ST CENTURY

Campus St Albans
Prerequisite(s) Normally ASS2040 Sociology 2c-Sociology Of Power And The State 1:Concepts, Critiques And Practices.
Content This subject considers the contemporary state and how changes in the structure and forms of governance are transforming and reshaping our social identities and our communities. We examine in particular the way in which emerging technologies, new global forces and developing sensibilities and new social movements are impacting on the processes shaping the practices of policy making and policy makers. Students will be involved in applying the insights and skills obtained to real life policy scenarios. The critical emphasis in such analysis will be on our probable futures.
Required Reading To be advised by the lecturer
Class Contact Two hours a week for one semester comprising lecture/seminar and one tutorial, plus three hours of self-directed learning per semester.
Assessment Tutorial paper, 30%; research project, 70%. Satisfactory attendance at 80% of tutorials is also a requirement.

ASS3004 SOCIAL RESEARCH

Campus Footscray Park
Prerequisite(s) Normally completion of second year sociology subjects.
Content The purpose of this subject is to provide students with the opportunity to learn basic social research skills. The subject includes both 'qualitative' and 'quantitative' research methods. Seminars will include discussions of some of the theoretical and practical problems facing various research methods. Students will obtain skills in evaluating the research of others as well as practical social research methods for evaluating programs and services; analysis of measures. Evaluation research: its importance and difficulties; Types of research: the experiment; the survey; the interview. Content analysis of the media; participant observation; unobstructive measures. Evaluation research: its importance and difficulties; methods for evaluating programs and services; analysis of evaluation research data. Data analysis: organisation of data for computer; using SPSS; making sense of data. Report preparation.
Required Reading To be advised by the lecturer.
Class Contact Two hours per week, comprising one one-hour lecture and one one tutorial/practical session for one semester.
Assessment Final assessment requires satisfactory completion of all assignments, tests and attendance at 80% of tutorials/seminars.

ASS3008 KNOWLEDGE AND POWER (THE GENESIS OF THE SOCIAL )

Campus Footscray Park
Prerequisite(s) Normally completion of first year Sociology.
Content This subject 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 subject, 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 subject 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 subject 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.
Required Reading Students will be required to purchase a set of readings for this subject to be used in conjunction with tutorial and assessment requirements.
Class Contact One one-hour lecture and one one-hour tutorial, plus three hours of web-based learning per semester. Total study hours of at least 9 hours per week.
Assessment One journal consisting of a minimum of 5 pre-tutorial entries (approx 1,200-1,500 words in total), one post-tutorial analysis (800-1,000 words), one research project (1,800-2000 words).

ASS3009 SOCIOLOGY OF LAW

Campus Footscray Park
Prerequisite(s) Normally completion of first year Sociology subjects.
Content The subject introduces students to the main bodies of literature in the sociology of law. This will include studies on the sociology of justice and relationship between justice and crime, on courts and the delivery of justice, and on punishment and imprisonment. Students will have an opportunity to explore in depth a particular area of justice, such as the law and Indigenous Australians, affirmative action, the law and young people, theories of policing, and explanations of the causes of crime. The subject will be underpinned by a survey of classical and contemporary social theory as applied to law and order.
Class Contact One-hour lecture and one-hour tutorial per week and three hours per semester of mixed mode or self-directed learning.
Assessment One tutorial paper (1500 words), 30%; one major essay (2500 words), 70%. Students must have averaged 80% attendance at lectures and tutorials.

ASS3012 SOCIOLOGY 3A – COLONISATION, DECOLONISATION AND DEVELOPMENT

Campus St Albans
Prerequisite(s) ASS2010 Sociology 2A; ASS2011 Sociology 2B
Content This subject examines sociological aspects of societies in the ‘Global South’, formerly known as the ‘Third World’. It will emphasise the countries of Southeast Asia; the small island states of the South Pacific, and sub-Saharan Africa. Themes will include...
European colonialism and imperialism, nationalist movements and decolonization, the role of religion in colonization and decolonization. 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 level. Students will be introduced to varieties of development theory and their relationship to development policy, development assistance programs, and gender issues.

**Required Reading**


**Recommended Reading**


**Class Contact**

Two hours per week for one semester comprising lecture and tutorial. An additional three hour session of interactive role play based on the application of development theories and policies will also be a required part of the class attendance.

**Assessment**

Tutorial presentations, 30%; book review, 20%; major essay, 30%; class test, 20%. Attendance at 80% of classes is a requirement.

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**ASS3028 SOCIOLOGY 2/3-MULTICULTURALISM AND ETHNIC RELATIONS**

**Campus** St Albans

**Prerequisite(s)** ASS3012 Sociology 1A, ASS3013 Sociology 1B; or first year Gender Studies subjects.

**Content** This subject examines the development of multiculturalism and multicultural policies in Australia and considers their implications for current and future developments for Australia’s political, social and economic structures. Beginning with an historical perspective the subject will consider race and ethnic relations over the last 200 years. In particular it will examine the rationale for post-war migration, the gendered experience of migration and policy and program responses to ethnic and cultural diversity.

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

**Class Contact**

Two hours per week for one semester comprising lectures and tutorials, plus three hours of self-directed learning per semester.

**Assessment**

Class participation, 10%; seminar papers, 30%; essay, 60%.

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**ASS3031 SOCIOLOGY 3C – GOVERNING CIVIC LIFE: CITIZEN, NATION, SELF**

**Campus** St Albans

**Prerequisite(s)** Completion of second year sociology at either Footscray or St Albans.

**Content** Current political and socio-cultural 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 1990’s neo-liberal views, which prioritise deregulation and the removal of trade barriers, have dominated social policy agendas, reshaped national economies and refigured geo-political alignments. The impact of September 11, the war in Afghanistan, continuing conflict in Iraq and the ‘war on terror,’ continue shape domestic and foreign policies generating heated debate and competing policy prescriptions. The aim of this subject is to analyse the broader basis to these debates by examining how competing political rationalities regarding the social realm have been ‘invented’. The subject 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 subject 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; why and how, social identities become attached to distinctive forms of social governance.

**Required Reading**

A specific Book of Readings will be prepared for this subject and made available for purchase at the University bookshop.

**Recommended Reading**

CULTURAL IDENTITY IN A ‘POST-COLONIAL’ WORLD

Campus St Albans
Prerequisite(s) Completion of second year sociology at either Footscray or St Albans

Content This second semester subject focuses on questions of culture and indigenous identity. The subject 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. The subject considers how the human sciences have developed accounts of indigenous people and how they have constituted indigenous people as a focus for and problem of government. Attention is directed to the types of policy regimes that have resulted from this process. Particular conceptions of identity tied to notions of ‘the nation’ and self are integral components of government and racialist political movements both in Australia and overseas. The subject 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.

Required Reading A Book of Readings to be purchased at the university bookshop.


Class Contact Two hours per week for one semester comprising one – one hour lecture, one hour tutorial and three hours per semester self-directed learning.

Assessment Take Home Exam, 60%; Tutorial Questions, 40%.

ASS3035 SOCIOLOGY 2/3E - ENVIRONMENTAL POLICY AND POLITICS

Campus St Albans
Prerequisite(s) ASS1012/ASS1013 Sociology 1A and 1B; or by negotiation with the subject co-ordinator.

Content 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 subject is to examine some of these responses and assess their importance for current and future environmental policy formulation. Analysis of the vexed issue of economic growth and its relation to environmental sustainability, 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 nation states 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 people may play within this process. Throughout the subject attention is paid to specific policy contexts and issues within Australia and the Pacific, in particular their relationship with several of these wider concerns.

Required Reading To be advised by lecturer.


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

Assessment Three minor assignments, 45%; major research paper and presentation, 55%.
ASS3037 INQUIRING INTO THE SOCIAL

Campus: Footscray Park and St Albans
Prerequisite(s): ASS1001 or ASS1012, ASS1002 or ASS1013 and one other unit of Sociology
Content: Students will work in groups of 4 to consider and gather materials from a range of genres which would provide the resources to undertake inquiry into a social issue, problem or question, and which would itself then form an assemblage or object of inquiry. Those resources would exist in the public domain, in special collections, electronically etc rather than requiring research involving human subjects. Students will generate their own object of inquiry and engage in the conceptual and practical labour required to shape an assemblage and the approaches with which to investigate it.
Required Reading: ASS3037 Inquiring into the Social - Course Reader
David Silverman, Doing Qualitative Research, Sage, London, 1999
Louise Johnson, with Jackie Huggins and Jane Jacobs, Placebound: Australian Feminist Geographies, Oxford University Press, 2000
Mike Craig and Nigel Thrift (eds), Thinking Space, Routledge, London and New York, 2000
Jeanne Daly, Marilyn Guillem & Sophie Hill, Technologies and Health, Critical Compromises, Oxford University Press, Melbourne, 2001

Class Contact: The subject will be delivered flexibly, through a mix of lecture/seminar, fortnightly group supervision sessions, on-line learning and ‘burst mode’ for the presentation of the projects to peers and others.
Assessment: Group journal to be maintained throughout the subject and to form the basis of the fortnightly ‘reporting’ and supervision sessions – (approx 1500 words per student) 30%
The assemblage of materials and a written commentary (approx 1000 words) - 40%
The presentation of the assemblage as a completed product in oral, written and electronic forms as appropriate – 30%
The assessment load will be the equivalent of 4000 words for each student.

ASS3038 EXCURSIONS INTO THE FUTURE

Campus: St Albans
Prerequisite(s): ASS1012 Sociology 1A and ASS1013 Sociology 1B
Content: What are our possible futures? What will everyday life be like in 2020? Will humans be superseded by the Cyborg or some other sophisticated form of technology? How are we to cope with the impact of emerging technologies that are already rapidly transforming our lives? Will we be able to live outside the Matrix in the future? In the recent decade social theorists have turned their attention to these questions, with a view to mapping our transition into a highly complex technological world. Central to this unit are concepts such as ‘postmodernity’, ‘late modernity’ and ‘posthuman’. 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).
Required Reading: Course Reader: Excursions into the Future

Shaviro, Steven (2003), Connected or What It Means to Live in the Network Society, University of Minnesota, Minneapolis.

Class Contact: One-hour lecture and one-hour tutorial per week and three hours per semester of mixed mode or self-directed learning.
Assessment: Workshop activities, 20%; in-class test, 20% and major written project (2500 words), 60%.

ASS3039 HUMAN SERVICES INTERNSHIP

Campus: St Albans
Prerequisite(s): First and second year Human services
Content: Students will serve a minimum of 96 hours at an appropriate Human services agency or organization
Assessment: Students will be required to complete a series of task that are oriented and integral to the work of the agency or organization (see assessment task)
Recommended Reading: BA (Human Services) Internship manual
Recommended Reading: Not Applicable
Class Contact: One hour per fortnight workshop on campus.
The university supervision staff will have at least one visit to each student at their placement.
Assessment: Log of hours as submitted by the student and confirmed by the agency supervisor at the end of the internship
A learning journal involving a minimum of six substantive entries shown to the University supervisor at end of placement
A 2500 word internship final report submitted by the student (in addition to any task reports or materials required by the specific internship project)
The end of internship written proforma and verbal report from the agency supervisor
The end of internship three-way review meeting between the student, agency supervisor and university supervisor.

ASW2013 INTRODUCTION TO SOCIAL POLICY

Campus: St Albans
Prerequisite(s):
Content: This subject has two components. The first will examine some of the substantive areas of Australian social policy such as social security, housing, unemployment, aboriginal issues, health, immigration, corrections, the family, and the personal social services (e.g., child protection, domestic violence). These areas will be examined from the perspectives of political economy, feminism, anti-racism, and postmodernism. The second component will focus on the process and tools of social policy analysis from a critical and/or anti-oppressive framework.
ASW2015 HUMAN DEVELOPMENT: INDIVIDUAL, GROUP AND FAMILY PROCESSES

Campus St Albans
Prerequisite(s) Nil.

Content The subject consists of two complementary parts. The first will be largely experiential, beginning with a two-day intensive workshop (ten hours) prior to the commencement of formal classes, and continuing with four weekly three-hour seminars. In this component students explore their understanding of their personal values and motives, along with group processes, in order to facilitate effective communication and outcomes. Part two will follow for seven weeks, consisting of lectures, class presentations and seminars. This sequence provides general introduction to the topic of human development/maturations, from a variety of perspectives such as behavioural, ecological and information processing models; physical development - throughout the lifespan; cognitive development and theories of socialisation in a variety of contexts; impact of cultural and sociological factors on developmental processes. The lecture content will be complemented by seminars which will focus on social work applications of human development understandings, exploring themes such as dependence, sexuality, transition and choice through the lifespan.


Class Contact One semester comprising a two day (10 hour) introductory workshop prior to commencement of lectures, followed by weekly three-hour lecture/workshops.

ASW2092 INTRODUCTION TO SOCIAL WORK

Campus St Albans
Prerequisite(s) Nil

Content This subject introduces students to Social Work practice, including its development and location within the social and community services sector. It also introduces students to working with indigenous cultures and people. Lectures and recommended literature introduce students to key themes and debates in the development of social work in Australia and elsewhere. Students are expected to expand their understanding of social work as an activity shaped and constrained by social policy, legislation and organisations, as well as by a dynamic body of knowledge and skills, and a strong and explicit value and ethical base. Students will be introduced to a generic process framework that can be used to conceptualise practice across different social work roles, activities and settings. The subject includes an introduction to radical, critical and anti-oppressive social work theory and practice. As part of this focus, the subject includes a substantial module on working with indigenous communities and families.

ASW2093 SOCIAL WORK RESEARCH 1

Campus St Albans

Prerequisite(s) Nil

Content Social research is a key activity in all fields of human and community services, including social work and community work. It is not a ‘stand-alone’ activity, but informs analysis of social issues and contributes to high quality practice. This subject 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 subjects as well as providing an introduction to the final year BSW subject of Social Work Research 2.

On completion of the subject students will be expected to: have a beginning understanding of different philosophical approaches and frameworks of social research; be able to critically examine the purposes, limitations and strengths of research reported in the media, in practice and in literature; have an awareness of the key steps in planning, designing and implementing a research/evaluation study; identify ethical issues and guidelines for social research; have a basic understanding of the use of descriptive statistics.

Required Reading

Class Contact
Weekly three-hour class with one 1.5 hour lecture and one 1.5 hour tutorial.

Assessment There are two pieces of assessment for this subject. The first is an a class presentation worth 40% of the total mark. The second is a 3,000 word written assignment examining an example of contemporary social work practice. Students will be required to go out in groups of three or four to interview practising social workers. The assignment will integrate this interview material with material covered in lectures and with individual research in the literature conducted by students. This assignment is worth 60% of the total mark.

ASW2094 SOCIAL WORK PRACTICE 1

Campus St Albans

Prerequisite(s) Either ASW2091 Introduction to Social Welfare or ASW2092 Introduction to Social Work

Content Various worldviews or paradigms (neo-conservatism, liberalism, social democracy, and Marxism) will be examined in accordance with their respective ideologies. In turn, each ideology will be analysed in terms of how each leads to a different explanation 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 the profession of social work will be deconstructed in order to identify its social care and social control functions. The following components of structural social work will be covered: its collectivist value base, its radical social work parentage, its conflict perspective, its critical social theory base, its dialectical approach, and its inclusive anti-oppressive framework. The critical social theories that inform structural social work will also be examined, namely: Marxism, the Frankfurt School, Habermas, feminism, Black liberation philosophy, Freire’s pedagogy, postmodernism/ poststructuralism, and post colonialism.

Required Reading

Class Contact
Weekly three-hour class with one 1.5 hour lecture and one 1.5 hour tutorial.

Assessment Two assignments are required, each of 50% value in the final grading:

a) a critique of selected social work literature - a brief tutorial presentation by students in small groups (two or three people) in which they present at least one chapter/article each and together critique the material.

b) a take-home test covering simple descriptive statistics.

ASW2095 SOCIAL WORK THEORY

Campus St Albans

Prerequisite(s) Either ASW2091 Introduction to Social Welfare or ASW2092 Introduction to Social Work

Content Various worldviews or paradigms (neo-conservatism, liberalism, social democracy, and Marxism) will be examined in accordance with their respective ideologies. In turn, each ideology will be analysed in terms of how each leads to a different explanation 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 the profession of social work will be deconstructed in order to identify its social care and social control functions. The following components of structural social work will be covered: its collectivist value base, its radical social work parentage, its conflict perspective, its critical social theory base, its dialectical approach, and its inclusive anti-oppressive framework. The critical social theories that inform structural social work will also be examined, namely: Marxism, the Frankfurt School, Habermas, feminism, Black liberation philosophy, Freire’s pedagogy, postmodernism/poststructuralism, and post colonialism.

Required Reading

Recommended Reading

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

Assessment There will be two pieces of assessment for this subject: (1) a group seminar presentation on the application of course material to a particular social problem selected by the group, 40% (2) a 2,500 word essay on structural social work theory and practice, 60%.
methods of practice taking into account such characteristics as class, gender, race, age and sexuality. This subject will cover the theory and practice of relevant interpersonal and communication skills, and will explicitly cover skills used in anti-oppressive social work practice. Students will have the opportunity, through group discussion, experiential workshops and simulation activities, to develop their own skills. On successful completion of this subject, students will be able to understand the place of interpersonal and communication skills within a range of intervention methods in social work practice and demonstrate a beginning competence in basic interpersonal and communication skills for social work practice.

**Required Reading**

**Recommended Reading**

**Class Contact** A weekly one-hour lecture followed by a two-hour workshop.

**Assessment**
- There are two assignments for this subject, each worth 50% of the total mark.
- Class presentation: In weeks 1-3, students will be required to make a five-minute videotape of themselves role-playing a social worker within a prescribed social work situation. In weeks 4 and 5, each student will be required to present one of these videotaped interviews, and a verbal critique of the video, identifying the skills [as studied in the course] utilised, discussing what worked well for them and what worked not so well, and presenting alternatives that might have worked better in the situation. Total presentation time for each student is 15 minutes. Students will be required to submit a list of references and a 500-word summary of the strengths and limitations of the taped interview.

**Assignment** In weeks 8-12, students will be required to make a five-minute videotape of themselves role-playing a social worker within a prescribed social work situation. They will be required to submit the videotape along with a 2000 word written critique of their skills as demonstrated in the video, identifying the processes and skills (as studied in Weeks 8-12 of the course) utilised, discussing what worked well for them and what worked not so well, and presenting alternatives that might have worked better in the situation.

**ASW3019 LAW AND SOCIAL WORK PRACTICE**

**Campus** St Albans

**Prerequisite(s)** Nil

**Content** To operate as effective practitioners, social workers must possess an understanding of society’s legal institutions and processes as well as an understanding of the major areas of substantive law that may affect their practice. Most importantly, social workers should develop a framework of operation that assists in gaining access to any information that may be required in the legal sphere. Hence, this subject offers both practical and analytical tools for student’s future work practice. The law can be viewed from a range of perspectives, as a mechanism to create ‘order’, an instrument of social [re]production that can be used to regulate identity and meaning and assist in maintaining power, to an instrument that can be used to encourage and sustain social change. It is from these perspectives - namely social regulation and social change – that the legal context of social work practice will be explored. These perspectives will lead us to discuss and question the dominant legal paradigm and specifically the law’s capacity to treat people fairly and impartially. Such questions are critical as the law’s claim to objectivity is at the heart of its authority. As part of the focus on law and social change, recent challenges to the law in relation to native title, refugee status and citizenship will be examined.

**Required Reading**

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

Assessment Mid-semester written examination, 40%; individual written assignment, 60%.

ASW3026 ORGANISATIONAL CONTEXT OF HUMAN SERVICES PRACTICE

Campus St Albans
Prerequisite(s) Nil

Content The subject forms a base from which human service workers can contribute positively to processes of organisational change. It recognises that the dynamics of organisations operate as more than background context for social work practice, they are critical determinants of the nature of that practice, whether in public welfare, community practice or in non-government agencies.

Students are introduced to a range of frameworks for understanding the operation and dynamics of organisations. In particular the subject considers organisational activities from the perspective of workers and service users, including conflict, roles of organisational players, decision-making and power, interactions between organisations and their environments, the impact of diverse goals, evaluation of the performance of organisations and strategies for change in organisations. Organisations are considered from traditional and anti-oppressive frameworks and relationships with marginalised groups, such as Kooris, are examined.


Class Contact Three hours per week (lecture/seminar), for one semester.

Assessment Group tutorial presentation (50%); individual written assignment (50%).

ASW3051 SOCIAL WORK PRACTICE 2A

Campus St Albans
Prerequisite(s) ASW2092 Introduction to Social Work and ASW2096 Social Work Practice 1.

Corequisite(s) ASW2092 Introduction to Social Work 3rd Year entry students.

Content This subject will build on your skills development from Social Work Practice 1. However in this subject the use of the skills learnt 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 focussed on individual change with often an indifference to the broader structural and cultural realities that impact on people’s lives.

This subject will use an integrated framework to introduce skills, practice theories, phases, contexts and an anti-oppressive foundation for working with individuals, families and groups. Students will be encouraged to explore critically current practice theories that social workers use in their direct practice work. A strengths perspective will be used to translate an anti-oppressive foundation into practice. The strengths perspective as demonstrated in both brief solution-focused and narrative practice theories will provide the theoretical basis in this subject. We will transfer the skills learnt in Social Work Practice 1 to work specifically with individuals, families and groups. Practice material will be drawn from work with individuals, families and groups across a range of human service contexts. These will include both statutory and non-statutory examples. The emphasis will be on the application of skills in assessment and intervention in casework. The subject will utilise didactic lecture input and experiential practice workshops using videotaping, role-plays, observation, peer feedback and personal reflection on students’ skill development. This subject has a strong practical component to enable students to develop their skills and cultural awareness as practitioners in the field.


Class Contact 4 hours per week, consisting of a one-hour lecture and a three-hour practice workshop, for one semester.

Assessment Compulsory attendance. Videotaped segment of an interview, with critique and assessment of situation 50%. Revised assessment, and 2000 word written intervention plan based on videotaped interview 50%.
ASW3052 ANTI-OPPRESSIVE SOCIAL WORK

Campus St Albans

Prerequisite(s) ASW2091 Introduction to Social Welfare

Content This subject will introduce students to the concept and nature of modern day oppression including: its origins and causes; its dynamics and various forms; the social processes and practices that produce and reproduce it; the political functions it carries out for dominant groups; its effects on oppressed people including its internalisation; and some of the major responses and coping mechanisms used by oppressed persons. The situation and experiences of several oppressed groups in Australian society will be examined. Anti-oppressive forms of social work practice will be explored. This subject is informed by critical social theory, particularly, Marxism, the Frankfurt School, Habermas, postmodernism, postcolonialism, feminism, Black liberation philosophy, and structural social work theory.


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

Assessment There will be two pieces of Assessment [1] a group seminar presentation, 40 % [2] a 2,500 word essay on the theory and practice of anti-oppressive Social Work, 60%.

ASW3053 SOCIAL WORK PRACTICE 2B

Campus St Albans

Prerequisite(s) ASW3051 Social Work Practice 2A

Content This subject builds on Social Work Practice 2A, and focuses mainly on working with families and groups. Students will be given the opportunity to further develop and refine their core practice skills. Attention will also be given to their application with a range of oppressed groups of people. Students will be expected to draw extensively on the material studied in the subject ‘Anti-Oppressive Social Work’. Workshop sessions will provide opportunities for skill development, presentation and discussion of examples of students’ direct practice. Students will present examples of their work, making explicit links with their classroom learning from Semesters 1 and 2 and with the literature.


Class Contact 4 hours per week, consisting of one one-hour lecture and a three-hour practice workshop, for one semester.

Assessment Class presentation of an example of the student’s own direct practice 50%; 3,000 word assignment linking theory and practice issues in relation to an aspect of direct social work practice 50%.

ASW3055 FIELD EDUCATION 1A

Campus St Albans

Prerequisite(s) ASW3043 Social Work Practice 2A; Corequisite ASW3044 Social Work Practice 2B unless previously completed

Content Field Education 1A; 1B and 1C constitute a 70-day supervised professional practice placement and will be available only as a package. Students who have completed a previous supervised professional practice placement may apply for a Credit Transfer for Field Education 1A (8 points). This is the maximum credit transfer allowed by the Australian Association of Social Workers.


Class Contact Students will undertake individual placements for four days a week, for one semester. Concurrent Social Work Practice 2B classes will be structured to provide students with an opportunity to reflect on their placement experience, and to integrate class-based and field-based learning. University staff will make three contacts with students on placement, two at least of which will be visits to the placement agency.

Assessment This subject will be graded as Satisfactory or Unsatisfactory. At the final liaison visit, University staff will complete a taped assessment with the student and their supervisor. The Field Education Co-ordinator will take supervisors’ recommendations to the BSW Exam Board, which will take responsibility for assessment.

ASW3056 FIELD EDUCATION 1B

Campus St Albans

Prerequisite(s) ASW3043 Social Work Practice 2A; Corequisite ASW3044 Social Work Practice 2B unless previously completed

Content Field Education 1A; 1B and 1C constitute a 70-day supervised professional practice placement and will be available only as a package. Students who have completed a previous supervised professional practice placement may apply for a Credit Transfer for Field Education 1A (8 points). This is the maximum credit transfer allowed by the Australian Association of Social Workers.

Class Contact Students will undertake individual placements for four days a week, for one semester. Concurrent Social Work Practice 2B classes will be structured to provide students with an opportunity to reflect on their placement experience, and to integrate class-based and field-based learning. University staff will make three contacts with students on placement, two at least of which will be visits to the placement agency.

Assessment This subject will be graded as Satisfactory or Unsatisfactory. At the final liaison visit, University staff will complete a taped assessment with the student and their supervisor. The Field Education Co-ordinator will take supervisors’ recommendations to the BSW Exam Board, which will take responsibility for assessment.
credit transfer allowed by the Australian Association of Social Workers.

**Required Reading**

- Brooks/Cole, Pacific Grove, CA.

**Recommended Reading**


**Class Contact**

Students will undertake individual placements for four days a week, for one semester. Concurrent Social Work Practice 2B classes will be structured to provide students with an opportunity to reflect on their placement experience, and to integrate class-based and field-based learning. University staff will make three contacts with students on placement, two at least of which will be visits to the placement agency.

**Assessment**

This subject will be graded as Satisfactory or Unsatisfactory. At the final liaison visit, University staff will complete a taped assessment with the student and their supervisor. The Field Education Co-ordinator will take supervisors’ recommendations to the BSW Exam Board, which will take responsibility for assessment.

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**ASW4044 COMMUNITY DEVELOPMENT**

**Campus** St Albans

**Prerequisite(s)**

- ASW3043 Social Work Practice 2A; Co-requisite ASW3044 Social Work Practice 2B unless previously completed

**Content**

Field Education 1A; 1B and 1C constitute a 70-day supervised professional practice placement and will be available only as a package. Students who have completed a previous supervised professional practice placement may apply for a Credit Transfer for Field Education 1A (8 points). This is the maximum credit transfer allowed by the Australian Association of Social Workers.

**Required Reading**

- Brooks/Cole, Pacific Grove, CA.

**Recommended Reading**


**Class Contact**

Three hours per week comprising one 1.5 hour lecture and one 1.5 hour workshop/tutorial.

**Assessment**

Practice presentation, 50%; community development case study/essay, 50%.
ASW4047 SOCIAL PLANNING AND PROGRAM DEVELOPMENT

Campus St Albans
Prerequisite(s) ASW 4044 Community Development
Content This final year subject builds on studies from previous semesters in order to introduce strategies and frameworks for achieving social change through community planning, program development and project management.
Class Contact Three hours per week (lecture/workshop), for one semester.
Assessment One individual written assignment, 60%; one group tutorial presentation, 40%.

ASW4090 SOCIAL POLICY ANALYSIS: CURRENT ISSUES

Campus St Albans
Prerequisite(s) ASW2091 Introduction to Social Welfare, ASW2013 Introduction to Social Policy, ASW2095 Social Work Theory
Content This subject has two components. The first will examine some of the substantive areas of Australian social policy such as social security, housing, unemployment, aboriginal issues, health, immigration, corrections, the family, and the personal social services [e.g., child protection, domestic violence]. These areas will be examined from the perspectives of political economy, feminism, anti-racism, and postmodernism. The second component will focus on the process and tools of social policy analysis from a critical and/or anti-oppressive framework.
Class Contact Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial.
Assessment There are 2 pieces of assessment for this subject. First, there is a 3,000 word formal analysis of a particular social policy chosen by the student in consultation with the lecturer and presented to the class in the form of a seminar presentation, 60%. Second, there is a class presentation on a current social policy issue, 40%.

ASW4092 SOCIAL WORK RESEARCH 2

Campus St Albans
Prerequisite(s) ASW2093 Social Work Research 1
Content Research, evaluation and scholarship are integral to social work practice. An anti-oppressive approach to social work influences all aspects of research practice, from the research topics we choose to the way that we utilize 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 subject introduces students to the importance of developing a critical reflective practice when undertaking or utilising social work research. It builds on understandings developed in 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. Emphasis will be given to the importance of democratising the research process, recognising power imbalances and building dialogue and greater equity between all research participants: service users, workers, managers and workers from other agencies. It will also aim to build an integrated view of practice where research, whether with individuals, groups or communities is structured to most effectively inform or impact on agency and government agendas. While much critical social research uses qualitative methods, well-presented quantitative data can be extremely valuable to those wanting to challenge oppression. This subject includes a module on analyzing 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.
Class Contact Three hours per week for one semester.
Assessment Two pieces of assessment will be required: Presentation of a detailed critique of a piece of social work research from an anti oppressive perspective. 60%
The second piece of assessment will be a choice based on a computer-based exercise in descriptive statistics involving the construction of graphs, tables and charts. 40% Or an annotated bibliography. 40%

ASW4093 FIELD EDUCATION 2A
Campus St Albans
Prerequisite(s) Social Work Field Education 1A; 1B & 1C; Co-requisite(s) Community Development (unless previously completed).
Content Students will be placed in human services agencies and will be expected to undertake projects which are firmly embedded in the work of the agency and to contribute to that work. Students may undertake a small amount of direct practice work, but this must not take up any more than 20% of their time. Students will be on placement for a total of 70 days, at the rate of three days per week starting in the third week of Semester 1 going through to mid semester 2. (ie mid March to end of September with possibility of a 2 week break at mid semester). Students may be placed singly or in pairs, depending on the particular project.
Required Reading As per the Fourth Year Community Development, Research and Social Policy subject reading lists.
Recommended Reading Victoria University Social Work Field Education Manual
Class Contact Students will be on placement for a total of 70 days, at the rate of three days per week starting in the third week of Semester 1 going through to mid semester 2. Concurrent Community Development classes, Social Work Research 2 classes and Social Policy 2 classes will be structured to provide students with an opportunity to reflect on their placement experience and to integrate class-based and field-based learning.
Assessment This subject will be graded as Satisfactory or Unsatisfactory. At the final evaluation, University staff will complete a taped assessment with the student/s and their supervisor. The University liaison person will take the agency supervisors’ recommendations to the BSW Exam Board, which will take responsibility for assessment. Students are expected to perform satisfactorily on a range of conceptual, practice, and professional/personal criteria as detailed in the Field Education Manual.

ASW4094 FIELD EDUCATION 2B
Campus St Albans
Prerequisite(s) Social Work Field Education 1A; 1B & 1C; Co-requisite(s) Community Development (unless previously completed).
Content Students will be placed in human services agencies and will be expected to undertake projects which are firmly embedded in the work of the agency and to contribute to that work. Students may undertake a small amount of direct practice work, but this must not take up any more than 20% of their time. Students will be on placement for a total of 70 days, at the rate of three days per week starting in the third week of Semester 1 going through to mid semester 2. (ie mid March to end of September with possibility of a 2 week break at mid semester). Students may be placed singly or in pairs, depending on the particular project.
Required Reading As per the Fourth Year Community Development, Research and Social Policy subject reading lists.
Recommended Reading Victoria University Social Work Field Education Manual
Class Contact Students will be on placement for a total of 70 days, at the rate of three days per week starting in the third week of Semester 1 going through to mid semester 2. Concurrent Community Development classes, Social Work Research 2 classes and Social Policy 2 classes will be structured to provide students with an opportunity to reflect on their placement experience and to integrate class-based and field-based learning.
Assessment This subject will be graded as Satisfactory or Unsatisfactory. At the final evaluation, University staff will complete a taped assessment with the student/s and their supervisor. The University liaison person will take the agency supervisors’ recommendations to the BSW Exam Board, which will take responsibility for assessment. Students are expected to perform satisfactorily on a range of conceptual, practice, and professional/personal criteria as detailed in the Field Education Manual.

ASW4095 FIELD EDUCATION 2C
Campus St Albans
Prerequisite(s) Social Work Field Education 1A; 1B & 1C; Co-requisite(s) Community Development (unless previously completed).
Content Students will be placed in human services agencies and will be expected to undertake projects which are firmly embedded in the work of the agency and to contribute to that work. Students may undertake a small amount of direct practice work, but this must not take up any more than 20% of their time. Students will be on placement for a total of 70 days, at the rate of three days per week starting in the third week of Semester 1 going through to mid semester 2. (ie mid March to end of September with possibility of a 2 week break at mid semester). Students may be placed singly or in pairs, depending on the particular project.
Required Reading As per the Fourth Year Community Development, Research and Social Policy subject reading lists.
Recommended Reading Victoria University Social Work Field Education Manual
Class Contact Students will be on placement for a total of 70 days, at the rate of three days per week starting in the third week of Semester 1 going through to mid semester 2. Concurrent Community Development classes, Social Work Research 2 classes and Social Policy 2 classes will be structured to provide students with an opportunity to reflect on their placement experience and to integrate class-based and field-based learning.
Assessment This subject will be graded as Satisfactory or Unsatisfactory. At the final evaluation, University staff will complete a taped assessment with the student/s and their supervisor. The University liaison person will take the agency supervisors’ recommendations to the BSW Exam Board, which will take responsibility for assessment. Students are expected to perform satisfactorily on a range of conceptual, practice, and professional/personal criteria as detailed in the Field Education Manual.

ASW4096 FIELD EDUCATION 2D
Campus St Albans
Prerequisite(s) Social Work Field Education 1A; 1B & 1C; Co-requisite(s) Community Development (unless previously completed).
Content Students will be placed in human services agencies and will be expected to undertake projects which are firmly embedded in the work of the agency and to contribute to that work. Students may undertake a small amount of direct practice work, but this must not take up any more than 20% of their time. Students will be on placement for a total of 70 days, at the rate of three days per week starting in the third week of Semester 1 going through to mid semester 2. (ie mid March to end of September with possibility of a 2 week break at mid semester). Students may be placed singly or in pairs, depending on the particular project.

ASWS001 SOCIAL WORK HONOURS

Campus St Albans

Prerequisite(s) Minimum of distinction grades in 50% or more of completed Bachelor of Social Work subjects.

Content The Bachelor of Social Work Honours programme provides students who have high level results in Years 2 and 3 of the Bachelor of Social Work Course with an opportunity to extend their practice knowledge and research skills. Students admitted to the Bachelor of Social Work with Honours will undertake all final year subjects and, in addition, enrol in the subject ASW 5001 ‘Social Work Honours’, which runs over two semesters. In this subject, students will attend fortnightly research seminars and prepare a minor thesis of 10,000 – 12,000 words in length. Students will also receive individual supervision of their research projects. To qualify for admission to the course an applicant will normally have: a completed the third year of the Bachelor of Social Work degree and obtained a minimum of distinction grades in 50% or more of completed Bachelor of Social Work subjects.


Class Contact This subject runs over two semesters. Students will attend fortnightly research seminars, and be provided with individual research supervision.

Assessment Minor thesis of 10,000–12,000 words in length.

ASXF001 KNOWING AND KNOWLEDGE A

Campus Footscray Park, St Albans

Prerequisite(s) Nil

Content This overall purpose of this foundational subject is to assist first-year Faculty of Arts, Education and Human Development students to become participants in the culture of tertiary education. The subject focuses on the construction and dissemination of knowledge in the contemporary, global world. The list of topics over the semester is as follows: the Enlightenment, romanticism, deontological and consequentialist ethics, Marxism/communism, nationalism, cosmopolitanism, colonialism, modernity in the Middle East, social Darwinism, nihilism and existentialism. Extensive use is made of a subject WebCT site in order to allow students to increase their writing (and thus argumentative) skills.

Required Reading ASXF001 Subject Reader [current year] and the ASXF001 Reading & Writing Resource [current year], both available from the university Campus bookshop just before the start of the semester.


Class Contact Three hours per week for one semester (a two-hour lecture and a one-hour tutorial, both starting in the first week). Furthermore, most students will attend a so-called ‘student circle’ (mentoring program) for at least four weeks of the semester, starting in the second week.

Assessment Written work (2,000 words), 70%; final examination 30%. Successful completion of the subject requires attendance at a minimum of 9 out of 12 tutorials. For those students required to attend a student circle, at least four such circles must be attended over the semester.
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.

Required Reading
AXF 3001: Professional and Career Development subject reader.

Recommended Reading

Class Contact: 2 hours per week
Assessment: This description should be as specific as possible and indicate the achievement level for each Core Graduate Attribute attached to each assessment task. In the case of examinations, the duration and any special conditions should be outlined, and for assignments/essays the relevant word limit. 1) Research project of 2500 words in which students identify a professional area of interest, outline the likely developments in the industry over the next ten years, includes an interview with someone involved in their area of interest, supplies a summary of the employment opportunities within the industry and matches their working style, strengths and interest to an occupation with the field 2) The Capstone Task of 1500 words where students reflect on their personal development in the area of the Victoria University core graduate attributes and on the evidence of this that they have accumulated in their student portfolio; students produce a statement on graduate attributes that can then be used when applying for work.

AXH1003 HONOURS THESIS (FULL-TIME)
Campus Footscray Park, St Albans.
Prerequisite(s) Completion of two Honours coursework units at an Honours level.
Required Reading: The student’s selection and preparation of a detailed literature review of books/articles is an integral component of the Honours Year.

AXH1012 KEY DEBATE IN THE HUMANITIES AND SOCIAL SCIENCES
Campus Footscray Park, St Albans
Prerequisite(s) Completion of three years of an approved BA course.
Content: A review of some of the contemporary theoretical debates informing humanities and social sciences. Students are encouraged to reflect on the discourses and conventions of their disciplinary areas; to critique different epistemological and methodological approaches; to evaluate the application of these debates to their closer research area.
Required Reading: To be advised by lecturer.
Class Contact: Three hours per week for one semester.
Assessment: Review essay, 25%; seminar paper, 25%; essay, 50%.

AXS3001 RESEARCH PROJECT
Campus TBA
Prerequisite TBA

BAO1101 ACCOUNTING FOR DECISION MAKING
Campus Footscray Park, Melton, St Albans, Sunbury, Werribee
Prerequisite(s) Nil
Content: The objectives of the subject are to provide a basis for further accounting studies, yet meet the needs of students from other areas of business studies; to introduce students to basic accounting concepts and selected accounting practices; and to introduce students to the role of, and the processes involved in planning and decision making within the business environment. Topics include: introduction to the roles of accounting; management planning and decision making; accounting concepts; cash and accrual accounting; preparation of financial statements; forms of business ownership, and effect on financial statements; budgeting – an introduction; budgets; control and performance reports; analysis and interpretation; evaluation of performance; the operating cycle; short term decision making and cost behaviour; capital budgeting.
Required Reading: To be advised by lecturer.
Class Contact: Equivalent to three hours per week for one semester comprising two hours of lectures and one hour tutorial.
Assessment: Final examination, 70%; coursework, 30%. Students are expected to satisfactorily complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available. Note: Any hand-held calculator without text facility may be used in examinations.

BCO1102 INFORMATION SYSTEMS FOR BUSINESS
Campus Footscray Park, Sunbury, Werribee
Prerequisite(s) Nil
Content: This subject aims to introduce students to the professional activities in developing and applying information systems and the nature and importance of the supporting information technology. The subject introduces students to the nature and types of information systems and their importance to business processes. The student is introduced to the hardware and software technology that lies at the heart of business information system, and to the principles that need to be applied in the development and application of effective information system in business.
Required Reading: Current Available Textbook – Students to be advised.
BEO1103 Microeconomic Principles

Campus: Footscray Park, Melton, Sunbury, St Albans, Werribee
Prerequisite(s): Nil

Content: This subject provides an introduction to basic economic principles, to develop an understanding of economic methods, and to apply these principles and methods to aspects of the Australian economy. Topics include: introduction to economics, nature, method and objectives of economics; the economising problem, relative scarcity, production possibilities, opportunity costs, nature of economic resources; the market economy, demand and supply, theory and applications, including pricing ceilings, price floors, tariffs, taxes, and the labour market; consumer theory; theory of the firm, production and costs; introduction to market structure conduct and performance; price determination in perfect and imperfect competition; workable competition and competition policy in Australia; alternative theories of the firm; market imperfections.

Required Reading: To be advised by lecturer.


Class Contact: Equivalent to three hours per week comprising two one-hour lectures and one one-hour tutorial/computer workshop for one semester.

Assessment: Continuous assessment, 50%; examination, 50%. Students must satisfactorily complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available.

BEO1104 Macroeconomic Principles

Campus: Footscray Park, Melton, St Albans, Sunbury, Werribee
Prerequisite(s): BEO1003 Microeconomic Principles.

Content: This subject aims to develop the basic macroeconomic principles applicable to the Australian economy and familiarise students with the macroeconomic environment within which Australian business operates. Topics include: the measurement of macroeconomic performance with reference to national income accounting and trade cycle analysis; the classical economic model and the Keynesian revolution; Keynesian economics and the theory of income determination; monetary influences on aggregate economic activity; inflation, unemployment; traditional demand management; the Phillips Curve revisited; interflation; incomes policies; the foreign trade sector and policies for external balance.

Required Reading: To be advised by lecturer.


Class Contact: Equivalent to three hours of contact per week comprising two one-hour lectures and one one-hour tutorial/computer workshop for one semester.

Assessment: Continuous assessment, 50%; examination, 50%. Students are expected to satisfactorily complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available. Note: Any hand-held calculator may be used in examinations.

BEO1106 Business Statistics

Campus: Footscray Park, Melton, St Albans, Sunbury, Werribee
Prerequisite(s): Nil

Content: This subject enables students to acquire the skills and techniques required to analyse data in a business environment. Topics include: introduction to statistics; descriptive statistics; introduction to probability and probability distributions; normal probability distribution; sampling distributions and parameter estimation; hypotheses testing; simple linear regression and correlation; time-series analysis and forecasting; index numbers. Use will be made of a statistical computer package.

Required Reading: To be advised by lecturer.


Class Contact: Equivalent to three hours per week comprising two one-hour lectures and one one-hour tutorial/computer workshop for one semester.

Assessment: Case study(s)/assignment(s), 40%; final examination, 60%. Students must satisfactorily complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available.

BEO2186 Distribution Management

Campus: Footscray Park St Albans, Werribee
Prerequisite(s): BEO1185 Retail Management Principles or BHO1171 Introduction to Marketing

Content: This subject provides an introduction to the logistic distribution functions and an overview of the major sectors in the distribution area, in terms of being able to optimise all elements of the trade push strategy. Topics include: critical role of distribution function in marketing; channels of distribution and channel participants; logistics of integrating manufacturers, wholesalers, retailers and other service providers; customer service function in marketing.

Required Reading: To be advised by lecturer.


Class Contact: Equivalent to three hours per week comprising two one-hour lectures and one one-hour tutorial/computer workshop for one semester.

Assessment: Tutorial exercises, case study presentation and participation, mid-semester test, and assignment, 40%; final examination, 60%. Students must satisfactorily complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available.

BEO2254 Statistics for Business and Marketing

Campus: Footscray Park, St Albans
Prerequisite(s): BEO1106 Business Statistics.

Content: This subject provides an understanding of the use of statistical techniques in analysing marketing and business problems. Topics include: sampling methods and estimation of point and interval estimates; application of classical and non-parametric tests;
BHO1171 INTRODUCTION TO MARKETING

Campus Footscray Park, St Albans, Sunbury, Werribee
Prerequisite(s) Nil
Content Introduction to Marketing is an introductory unit in marketing management with a focus on the marketing of consumer and industrial goods and services in the Australian environment. Students will be introduced to the concepts of marketing strategies, using case studies and tutorial.
Class Contact Equivalent to one two-hour lecture and one one-hour tutorial per week for one semester. Subject equal to 15 credit points.
Assessment Two assignments, 25% each; final examination, 50%. Students must satisfactorily complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available.

BHO2250 ADVERTISING AND PUBLIC RELATIONS

Campus Footscray Park, St Albans, Sunbury, Werribee
Prerequisite(s) BHO1171 Introduction to Marketing.
Content This subject aims to develop an understanding of the terminology of promotion, in general, and advertising, in particular, an understanding of the role of advertising both in the firm and in society, and an ability to integrate the different aspects of advertising into a comprehensive promotional plan. In addition, the subject will provide students with a knowledge of aspects of public relations and an appreciation of the processes of identifying the policies and procedures of the organisation with the view to marketing of image. Topics include: communication theory and its application; advertising; sales promotion; direct marketing.
Class Contact Equivalent to one two-hour lecture and one one-hour tutorial per week for one semester.
Assessment Project Based assignment, 50%; final examination, 50%. Students must satisfactorily complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available.

BHO2251 PRODUCT AND PRICING STRATEGY

Campus Footscray Park, St Albans, Melton, Sunbury, Werribee
Prerequisite(s) Nil
Content This subject aims to develop an understanding of the role of advertising both in the firm and in society, and an ability to integrate the different aspects of advertising into a comprehensive promotional plan. In addition, the subject will provide students with a knowledge of aspects of public relations and an appreciation of the processes of identifying the policies and procedures of the organisation with the view to marketing of image. Topics include: communication theory and its application; advertising; sales promotion; direct marketing.
Class Contact Equivalent to one two-hour lecture and one one-hour tutorial per week for one semester.
Assessment Case study, 10%; report, 30%; final examination, 60%. Students must satisfactorily complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available.
Supplementary assessment will not be available.

Assessment: The purchase-decision as applied to tourism and hospitality products and services. Factors influencing the decision-making process. The role of information and communications technology in tourism and hospitality marketing. Electronic communication and distribution strategies.


Class Contact: Three hours per week for one semester. Normally to be delivered as two hours of lectures and one hour of tutorials; or a delivery mode as approved by the Faculty of Business and Law. Subject equal to 15 credit points.

Assessment: Progressive assessment (60%); Final Exam (40%).

BHO2285 MARKETING RESEARCH

Campus: Footscray Park

Prerequisite(s): BHO1171 Introduction to Marketing

Content: The subject aims to familiarise students with the applications for market research and its importance in making sound business and marketing decisions; and to complete successfully an applied research project. Topics include: introduction; the role of marketing research; research management and design; data acquisition and processing; design of surveys; marketing research and the behavioural sciences; introduction to multivariate techniques; applications of marketing research.

Required Reading: To be advised by lecturer.

Class Contact: Equivalent to three hours per week. Normally to be delivered as two hours of lectures and one hour of tutorials, workshops or modules or a delivery mode as approved by the Faculty of Business and Law. Subject equal to 15 credit points.

Assessment: Project, 50%; Final examination, 50%. Students are expected to satisfactorily complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available.

BHO3254 ADVANCED MARKETING RESEARCH

Campus: Footscray Park, Werribee, Sunbury, Kuala Lumpur.

Prerequisites: BEO2254 Statistics for Business and Marketing, BHO1171 Introduction to Marketing, BHO2285 Marketing Research.

Content: The subject is principally of an applied nature and is data and technology driven. It will focus on the use of quantitative and qualitative data in themarketing research setting relating to marketing decision making. It will build upon the underlying concepts and the techniques of gathering and analysing data for effective marketing decisions and communication of results covered in Marketing Research and will introduce more advanced methodology, concepts and technology. This unit is designed to equip students with the techniques and skills to access and analyse information relevant to the marketing research activities of both private and public enterprises.


Class Contact: Equivalent to three hours per week. Normally to be delivered as two hours of lectures and one hour of tutorials, workshops or modules or a delivery mode as approved by the Faculty of Business and Law. Subject equal to 15 credit points.

Assessment: Project, 50%; Final examination, 50%. Students are expected to satisfactorily complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available.
<table>
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<tr>
<th>Subject</th>
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<tr>
<td>BHO3435 MARKETING PLANNING AND STRATEGY</td>
<td>Tutorial paper(s), 20%; research project, 20%; final examination, 60%. Students must satisfactorily complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available.</td>
<td>BHO1171 Introduction to Marketing</td>
<td>Footscray Park, Werribee, Sunbury</td>
<td>This subject adopts a strategic approach to marketing. The tools, techniques and analyses performed in the preparation of a marketing strategy plan will be covered in detail. In addition, the subject will evaluate a number of theories developed to assist with strategy formulation. Topics covered include: trends in marketing strategy, portfolio analysis, competitor audits, customer audits, situation analysis, selecting strategic alternatives, the business vision and mission, implementation and control processes. The culmination of this subject may involve the preparation of a marketing plan.</td>
<td>Hall, C.M. 1995, Introduction to Tourism in Australia; Impacts, Planning and Development, 2nd ed, Addison Wesley Longman Australia, Melbourne. A Supplementary Reading Booklet for this subject is available in the bookshop.</td>
<td>An extensive bibliography is included in the course guide.</td>
</tr>
<tr>
<td>BHO3473 HUMAN RELATIONS</td>
<td></td>
<td>Footscray Park</td>
<td>Nil</td>
<td>The subject provides students with systematic knowledge about human behaviour in order to improve their personal, job and career effectiveness. It focuses on such issues as communications, co-operation, conflict, power, personal objectives, trust, personal growth and the development of relationships.</td>
<td>To be advised by lecturer.</td>
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<tr>
<td>BHO3492 TOURISM PLANNING AND DEVELOPMENT</td>
<td></td>
<td>Footscray Park, Werribee</td>
<td>BHO1190 Introduction to Tourism.</td>
<td>This subject examines issues of tourism planning and the assessment of feasibility. The importance and purpose of planning is addressed, including the role of physical and indicative planning, the role of urban and regional planning and the role of government. Particular emphasis is given to the resort development process, including the assessment of feasibility and the forecasting or demand. Relevant techniques of project management are canvassed.</td>
<td>To be advised by lecturer.</td>
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<td>Required Reading Hall, C.M. 1995, Introduction to Tourism in Australia; Impacts, Planning and Development, 2nd ed, Addison Wesley Longman Australia, Melbourne. A Supplementary Reading Booklet for this subject is available in the bookshop.</td>
<td></td>
<td>BHO1190 Introduction to Tourism.</td>
<td>Nil</td>
<td>This subject operates as a graduating seminar. Students are introduced to project research methodology incorporating research techniques to evaluate tourism strategies and case studies. The tourism audit; identification and development of a tourism management research topic of strategic significance; undertaking a literature search and the collection and analysis of data, formulation of conclusions and recommendations and presentation of the main implications for management. Emerging issues.</td>
<td>An extensive bibliography is included in the course guide.</td>
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<tr>
<td>BHO3494 MEETINGS, CONVENTIONS AND EVENTS</td>
<td></td>
<td>Footscray Park</td>
<td>Nil</td>
<td>The rationale for staging conferences and conventions; establishing an organisational structure; planning the meeting, convention or event; staging the meeting, convention or event; event evaluation.</td>
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<tr>
<td>BHO3496 TOURISM RESEARCH PROJECT</td>
<td></td>
<td>Footscray Park, Werribee</td>
<td>BHO1190 Introduction to Tourism, BHO3492 Tourism Planning and Development.</td>
<td>This subject provides students with systematic knowledge about human behaviour in order to improve their personal, job and career effectiveness. It focuses on such issues as communications, co-operation, conflict, power, personal objectives, trust, personal growth and the development of relationships.</td>
<td>To be advised by lecturer.</td>
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<tr>
<td>BLO1105 BUSINESS LAW</td>
<td></td>
<td>Footscray Park, Melton, St Albans, Sunbury, Werribee</td>
<td>Nil</td>
<td>This subject aims to provide students with an understanding and awareness of the basic principles of Contract Law, a familiarity with relevant case law and an introduction to the statutory provisions pertinent to the course. The instructional methodology is also aimed at providing students with a format from which they may develop an understanding of legal reasoning as it applies to the analysis of contractual relationships. Topics include: definition of contract; acceptance; termination of an offer; consideration; intention to be legally bound; certainty; terms, duress, undue influence and unconscionable contracts; statutory implied terms; discharge of contract; damages and other remedies; revision.</td>
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Class Contact  Equivalent to three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial.

Assessment  Tutorial participation, 15%; assignment, 25%; final examination, 60%. Students must satisfactorily complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available.

**BLO92207 EMPLOYMENT LAW**

**Campus**  Footscray Park, St Albans, Sunbury, Werribee

**Prerequisite(s)**  BLO1105 Business Law.

**Content**  The subject will address the need for informing and challenging students to develop knowledge and skills in the area of Employment Law. Topics include: an introduction to Australian labour law; the sources of Australian employment law; the nature of the employment relationship; the content of the contract of employment, express terms, implied terms; recruitment and limits of managerial control over hiring; termination and remedies at common law; statutory remedies for arbitrary termination; preventative legislation; discrimination in employment; occupational health and safety issues; reforming the system.

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

**Class Contact**  Equivalent to three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial.

**Assessment**  Assignments and class work, 35%; final examination, 65%. Students must satisfactorily complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available.

**BLO9211 SPORT, ATHLETES AND THE LAW**

**Campus**  Sunbury

**Prerequisite(s)**

**Content**  This subject will commence with an introduction to the Australian legal system. It will then proceed to give an overview of the law of contract, which is fundamental to understanding much sports law. The students will then be introduced to those laws that have direct and practical application to every day sports administration, particularly as they apply to the athlete. Topics that will be covered include matters relating to the employment of the athlete including employment law, restraint of trade and equal opportunity and anti-discrimination law. The students will also consider issues of injury and compensation and the potential rights and liabilities that may arise for participants as well as sport and recreation administrators. This will involve consideration of the law of assault, negligence, and related matters. The issues of drugs in sport, challenging the decisions of sporting disputes tribunals and alternative dispute resolution will be considered. Finally students will look at how the athlete may protect their reputation through the law of defamation.


**Class Contact**  Three hours per week for one semester comprising one two-hour lecture/seminar and one one-hour tutorial.

**Assessment**  Class presentation, 15%; research assignment, 30%; examination, 55%.

**BMO1102 MANAGEMENT AND ORGANISATION BEHAVIOUR**

**Campus**  Footscray Park, Melton, St Albans, Sunbury, Werribee

**Prerequisite(s)**  Nil

**Content**  The aims of this subject are to provide students with an understanding of organisational behaviour and management theory; to assess critically the underlying values of these theories; to assess critically the utility and application of the management practices informed by these theories in the Australian context; and to analyse critically the values of Australian managers concerning behaviour in organisations and to evaluate the effectiveness of these assumptions. This subject includes the following topics: overview of the development of organisation/management theory; analysis of scientific management, human relations theory; individual behaviour/perception, personality, learning, motivation; group behaviour: group dynamics, conflict resolution, leadership, concentrating on Australian case studies and incorporating a consideration of issues of gender, ethnicity and age; applications of management/organisation theory in Australia; communication processes, and quality of working life.

**Required Reading**  To be advised.


**Class Contact**  Equivalent to two hours of lectures and one one-hour tutorial per week for one semester.

**Assessment**  Class presentation, 15%; major assignment, 25%; tests, 20%; final examination, 40%. Students must satisfactorily complete each part of the assessment to gain a pass in the subject. Supplementary assessment will not be available.

**BMO1110 MANAGING KNOWLEDGE**

**Campus**  Footscray Park, Sunbury

**Prerequisite(s)**  Nil

**Content**  The subject includes the following topics: information and knowledge, sources and forms of knowledge, organizational...
memory and learning, developing knowledge systems, documenting knowledge, documents in electronic environments, knowledge management tools, aligning knowledge management and business strategy, knowledge enabled customer relationship management and using knowledge for competitive advantage.


**Class Contact** Equivalent to 39 hours per semester.

**Assessment** Class assignments (50%); final examination (50%).

### BM01192 BUSINESS COMMUNICATION

**Campus** Footscray Park, Werribee, Sunbury

**Prerequisites** Nil

**Content** The aims of this subject are to develop an understanding of the principles of effective business communication and to develop and integrate oral and written communication skills so as to enhance organisational communication ability. This subject includes the following topics: How is business communication relevant?; communication systems within organisations; the structure and organisation of business documents; the problem solving approach to effective communication; logic and reasoning in organisational communication; improving communication competence; the process of writing; business research and analysis skills; oral presentations and speeches, improving listening skills, copy editing; referencing of writing; business research and analysis skills; oral presentations in meetings; cross-cultural communication.


**Recommended Reading** To be advised by lecturer.

**Class Contact** Equivalent to three hours per week. Normally to be delivered as two hours of lectures and one hour of tutorials, workshops or modules or a delivery mode as approved by the Faculty of Business and Law. Subject equal to 1.5 credit points.

**Assessment** Class assignments, 60%; Examination, 40%. Supplementary assessment will not be available.

### BM02181 OPERATIONS MANAGEMENT

**Campus** Footscray Park.

**Prerequisites** Nil

**Content** The aim of this subject is to enable business graduates to co-ordinate the operations functions effectively. This requires an understanding of both the activities involved in the operations function and the decision making techniques needed to control it. This subject includes the following topics: definition of operations function in manufacturing and service industries; the planning and control of the operations process; application of analytical methods and techniques to production.

**Required Reading** Gaither, N., 1998, Production and Operations Management, 8th edn, Duxbury Press, USA.

**Recommended Reading** To be advised by lecturer.

**Class Contact** Equivalent to three hours per week. Normally to be delivered as two hours of lectures and one hour of tutorials, workshops or modules or a delivery mode as approved by the Faculty of Business and Law. Subject equal to 1.5 credit points.

**Assessment** Computer workshop assignment, 20%; Research assignment, 20%; Group presentation, 10%; Final examination, 50%. Students are expected to satisfactorily complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available.

### BM02271 ORGANISATIONS

**Campus** Footscray Park, Werribee

**Prerequisite(s)** BM01102 Management and Organisation Behaviour.

**Content** This subject examines the practices and functioning of organisations at micro levels, with an emphasis on how the individual interacts and impinges on such organisational settings. It is designed specifically to provide students with practical skills and a better understanding of themselves as people which will enable them to be more effective managers. The topics covered in this subject include: personality, social perception, group dynamics, motivation and the management of personal behaviour such as stress management, conflict negotiation and career management strategies.


**Class Contact** Equivalent to one-hour lecture and one-two hour tutorial per week for one semester.

**Assessment** Multiple choice questions, 20%; experiential assignment, 15%; group presentation, 15%, final examination, 50%. Students must satisfactorily complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available.

### BM02354 CONFERENCES AND MEETINGS MANAGEMENT

**Campus** St Albans, Sunbury

**Prerequisite(s)** BM01102 Management and Organisation Behaviour or equivalent subject.

**Content** The aims of the subject are: to develop understanding and competencies related to the principles and processes required to effectively plan, manage and evaluate meetings, conferences and special events. This subject includes the following topics: principles and practices of planning processes; planning, conducting, managing and evaluating special events, i.e. seminars, conferences and conventions; planning, conducting, managing and evaluating meetings.


**Class Contact** Equivalent to three hours per week for one semester comprising two one-hour lectures and one-hour tutorial/workshop.

**Assessment** Class assignment, 20%; syndicate conference project, 40%; final examination, 40%. Students must satisfactorily
complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available.

**BMO3220 HUMAN RESOURCE MANAGEMENT**

**Campus** Footscray Park St Albans, Sunbury  
**Prerequisite(s)** BMO1102 Management and Organisation Behaviour.  
**Content** The aim of this subject is to introduce the principal components of the human resource management function; and to examine the links between the effective utilisation of human resources and overall organisational effectiveness. This subject includes the following topics: overview of personnel and human resource management; influences on HRM function, recruitment, selection, orientation, equal employment opportunity and affirmative action, motivation, job design, performance appraisal and training and career development; total compensation, employment relations, OHS and developments and research in Human Resource Management.  
**Required Reading** To be advised by lecturer.  
**Class Contact** Equivalent to three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial/workshop.  
**Assessment** Group case study and report 35%; individual presentation 10%; mid-semester test 15%; final examination 40%. Students must satisfactorily complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available.

**BMO3320 INTERPERSONAL AND ORGANISATION NEGOTIATION**

**Campus** Footscray Park, St Albans, Sunbury  
**Prerequisite(s)** BMO1102 Management and Organisation Behaviour.  
**Content** The aims of this subject are to introduce the application of experiential learning to the teaching of interpersonal and organisational negotiation; to provide a theoretical framework linking communication and negotiation in groups and organisations and to develop students' skills in negotiation in these contexts. The subject includes the following topics: the role of a negotiator; negotiation theory, conflict and bargaining power; communication skills; preparing to negotiate; negotiating tactics; role of the third party in negotiations; negotiation skills training; critical issues in negotiation exercises and international negotiation models.  
**Required Reading** To be advised by the subject lecturer.  
**Subject Hours** Equivalent to three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial.  
**Assessment** Seminar presentation [20%]; group assignment [30%]; final examination [50%]. Students must satisfactorily complete each component of assessment to gain a pass in the subject. Supplementary assessment will not be available.

**BMO3323 EMPLOYEE RELATIONS MANAGEMENT**

**Campus** Footscray Park, St Albans, Sunbury  
**Prerequisite(s)** BMO1102 Management and Organisation Behaviour.  
**Required Reading** To be advised by lecturer.  
**Class Contact** Equivalent to thirty nine hours per semester. Two—one hour lectures and one one-hour workshop per week for one semester.  
**Assessment** Class role play exercise, including 300 word reflective piece, 15%; tutorial workbook and class exercises, 10%; essay [1500–2000 words], 25%; final examination, 50%. Students must satisfactorily complete each part of the assessment to gain a pass in the subject. Supplementary assessment will not be available.

**BMO3324 CONSULTING AND COUNSELLING**

**Campus** St Albans, Sunbury  
**Prerequisite(s)** BMO3220 Human Resource Management.  
**Content** The aims of this subject are to enhance students' understanding of workplace interpersonal relationships and communication skills; to provide students with an understanding of the theory and practice of interviewing especially their interview types, purposes and aims; to enable a student to develop knowledge and skills with regard to the interviewing and counselling processes at the individual, group and organisational level; and to assess critically the role of consulting, interviewing and counselling activities in organisations. This subject includes the following topics: the importance of interviewing for human resource managers; consulting and counselling as specific forms of interviewing; interview interpersonal and assertiveness skills; selection, induction, goal setting, appraisal, disciplinary, termination, and exit interviews; coaching and team building, the counselling and consulting roles of the human resource manager.  
**Class Contact** Equivalent to three hours per week comprising one two-hour lecture and one one-hour tutorial/workshop for one semester.  
**Assessment** Class presentation, 20%; skills diary, 10%; video role play, 20%, final examination, 50%. Students must satisfactorily complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available.

**BMO3325 HUMAN RESOURCE MANAGEMENT EVALUATION**

**Campus** St Albans, Sunbury  
**Prerequisite(s)** BMO3476 Training and Development.  
**Content** The aims of this subject are to enhance students' understanding of the influences that shape the strategic provision of training; to enable students to evaluate critically training systems; to develop students' abilities to match training and development techniques methods with learning styles; and to enable students to determine and evaluate the output of training and development activities so as to demonstrate their usefulness to an organisation. This subject includes the following topics: the strategic planning approach to training within organisations; designing training for effective learning; instructional theory and behavioural
considerations; objectives in adult learning and types of learning
goals; evaluation of training systems; and evaluation of the training
function.
Required Reading To be advised by lecturer.
Class Contact Equivalent to three hours a week comprising one two-hour lecture and one one-hour tutorial/workshop for one semester.
Assessment Written report, 50%; final examination, 50%. Students must satisfactorily complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available.

BMO3327 ORGANISATION CHANGE AND DEVELOPMENT
Campus St Albans, Sunbury
Prerequisite(s) BMO1102 Management and Organisation Behaviour or equivalent subject.
Content The aims of this subject are to develop a sound knowledge of organisations, their design, development and change; implementing change strategies and evaluating change. This subject includes the following topics: an introduction to organisation development and change; levels of organisational change – individual, group, intergroup and organisation level; managing continuous versus discontinuous change; the learning environment; managing resistance to change.
Class Contact Equivalent to three hours per week for one semester comprising two one-hour lectures and one-hour tutorial/workshop.
Assessment Class presentation, 20%; research assignment, 30%; final examination, 50%. Students must satisfactorily complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available.

BMO3328 HEALTH AND SAFETY MANAGEMENT
Campus Footscray Park, City - Flinders Lane
Prerequisite(s) BMO1102 Management & Organisation Behaviour.
Class Contact Thirty-nine hours for one semester, comprising two one-hour lectures and one one-hour tutorial per week.
Assessment Case study analysis 50%; Final examination 50%.

BMO3405 LIVE PERFORMANCE MANAGEMENT
Campus Footscray Park
Prerequisite(s) Nil
Content This subject introduces students to the organisational and management responsibilities of developing and presenting an act for small and larger scale live productions. At the completion of the subject students should be able to explain the processes involved in creating and building a live performance act, the technological for mall, medium and large scale productions, the logistical requirements for touring and key issues involved in international touring.
Required Reading To be advised by lecturer.
Subject Hours Equivalent to three hours per week. Normally to be delivered as two hours of lectures and one hour tutorial, workshop or module or a delivery mode as approved by the Faculty.
Assessment Examination 40%, Assignment 1 30%, Assignment 2 30%.

BMO3420 HUMAN RESOURCE INFORMATION SYSTEMS
Campus Footscray Park, St Albans, Sunbury
Prerequisite(s) BCO1101 Computer Applications; BMO3220 Human Resource Management.
Content The aims of this subject are to study and critically evaluate the principles and methodologies involved in the management of information about human resources; and to develop the knowledge and skills to effectively use and manage human resource information systems (HRIS). The subject includes the following topics: information technology; human resource management information requirements; features and users of HRIS's; analysis, development, implementation and management of HRIS's; practical use of an HRIS for entering information and writing reports; and issues in the development of HRISs for strategic purposes.
Class Contact Equivalent to three hours per weeks comprising one two hour lecture, one one-hour tutorial/computer workshop for one semester.
Assessment Practical test 10%; Research Project and Presentation 50%; Final Examination 40%. Students must satisfactorily complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available.

BMO3421 MANAGING THE SERVICE ORGANISATION
Campus Footscray Park, City - Flinders Lane
Prerequisite(s) BMO1102 Management & Organisation Behaviour.
Content Introduction to the service industries. Service sector: changes in organisation structure. Service management: service
quality; service culture; customer service. Service staff: recruitment and selection; leadership and empowerment; staff development; entrepreneurship and careers.

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


**Class Contact** Thirty-nine hours for one semester, comprising one two-hour lecture and one one-hour tutorial per week.

**Assessment** Individual report 15%; Presentation 10%; Group survey assignment 25%; Final examination 50%.

**BMO3422 STRATEGIC MANAGEMENT**

**Campus** Footscray Park, St Albans, Sunbury, Werribee

**Prerequisite(s)** BMO1102 Management and Organisation Behaviour or equivalent subject.

**Content** The aims of this subject are to study normative theories and models of organisation strategy, policy and decision making, to assess critically their value to an organisation and its stakeholders; and to develop knowledge, personal skills and competencies in the application of the above approaches. This subject includes the following topics: the nature of strategic management; analyse the environment; planning direction; planning strategy; implementing strategy; global strategic management and future directions.

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

**Class Contact** Equivalent to three hours per week comprising two one-hour lectures and one one-hour tutorial/workshop.

**Assessment** Industry analysis, 20%; group case study, 30%; final examination, 50%. Students must satisfactorily complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available.

**BMO3476 TRAINING AND DEVELOPMENT**

**Campus** Footscray Park, St Albans, Sunbury

**Prerequisite(s)** BMO3220 Human Resource Management.

**Content** The aims of this subject are to provide students with an understanding of the theory and practice of training and development; to assess critically the effectiveness of adult learning principles and training and development techniques; to enable students to develop knowledge and skills with regard to the design, management and evaluation of training and development; and to enable students to analyse the training needs of individuals and to design an appropriate development program. This subject includes the following topics: the importance of training for organisational effectiveness and individual career development; training productivity and quality of worklife; training needs analysis and skills audit and job analysis; computer assisted and managed learning; selling, training and development programs within an organisation.

**Required Reading** Tovey, M.D. 1997 Training in Australia – Design, Delivery, Evaluation, Management, Prentice-Hall, Sydney.

**Recommended Reading** An extensive reading list is handed to students at the beginning of the semester.

**Class Contact** Equivalent to three hours per week comprising one two-hour lecture and one one-hour tutorial/workshop for one semester.

**Assessment** Group presenters 20%; syndicate group project 40%; final examination 40%. Students must satisfactorily complete each component of the assessment to gain a pass in the subject. Supplementary assessment will not be available.

**BMO4422 INNOVATION AND ENTREPRENEURSHIP**

**Campus** Footscray Park, City – Flinders Lane

**Prerequisite(s)** BMO4420 Organisation Behaviour and Analysis.

**Content** This subject includes the following topics: opportunity recognition: the innovation, intrapreneurial and entrepreneurial processes, new product; and new venture ideas, opportunity identification and screening; market opportunities: determining the market and how to analyse it, strategically outlining the competitive advantage; human resource issues: the entrepreneurial mind - intrapreneuring, the new venture team, personal; ethics and the entrepreneur, identifying and marshalling key stakeholders; financial/resource considerations: the innovator and the entrepreneurial approach to acquisition of resources, the business plan, valuing, negotiating and structuring the proposal; and innovators in action: managing an innovative organisation, managing rapid growth and crafting a personal entrepreneurial strategy.

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


**Class Contact** Thirty-nine hours for one semester, comprising one one-hour lecture and one two-hour tutorial.

**Assessment** Individual assignment 20%; Sighted Examination 30%; Business plan and presentation 50%.

**HEB0030 INTRODUCTION TO THE VISUAL ARTS 1**

**Campus** Footscray Park, Melton

**Prerequisite(s)** Nil

**Content** The subject is constructed around a number of key themes: thinking about art; art and society; the arts in Australia; the arts in local communities; the history of the visual arts in Australia; the Arts and ethnic cultures; the Arts and Aboriginal society; gender and the Arts; social class and the Arts; conceiving art; experimentation, risk-taking, problem solving, speculation and innovation; the development of an individual symbol system; making art; the development of ideas; the range of practices of the visual arts, printing, print making, construction, the crafts, art and computers; interpretation in the Arts; ‘visual’ literacy; communicating understanding in the Arts; an introduction to critical theory; the social and political interpretations of art.

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

**Subject Hours** Four hours per week for one semester.

**Assessment** Folio of art work (60%); class paper (40%).

**HEB0032 STUDIO PRACTICE**

**Campus** Footscray Park, Melton

**Prerequisite(s)** HEB0031 Introduction to the Visual Arts 2; or equivalent.

**Content** This subject will be constructed around a number of key themes: How professional artists work: a process approach methodology; the development of ideas and the use of appropriate technologies; understanding contemporary Australian and Asian art and their relationship to studio practice; the gender construction of the creative impulse; the production of one gallery quality art work and support material as well as a written defence of the work – Galleries and Collectors: The art scene in Australia.

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


**Recommended Reading**


**Required Reading**

- An exhibition of student’s work (100%).

**Subject Hours**

- Four hours per week for one semester comprising supervised studio work and tutorials.

**Assessment**

- Presentation of a written report (100%).

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**HEB0034 Special Project**

**Campus** Footscray Park, Melton

**Prerequisite(s)** HEB0034 Computer Aided Art.; or equivalent.

**Content** The Special Project will be instructed around several key themes: how artists work from a variety of past and present social and cultural perspectives; how the arts challenge and shape prevailing values; critical reflection which supports personal and cultural perspectives; how the arts introduce students to the social and cultural aspects of language use through critical application and practice in written and spoken forms of discourse.

**Required Reading**


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**HEB0041 Language Functions and Analysis 2**

**Campus** Footscray Park, Melton

**Prerequisite(s)** HEB0040 Language Functions and Analysis 1; or equivalent.

**Content** The subject is part of a major sequence in Language and Literary Studies in the Bachelor of Education. The subject will provide an introduction to major areas of language use, language structure and functions. Students will be acquainted with language universals such as phonetics, phonology, morphology and syntax through practical application and critical analysis relevant to their experiences and needs.

**Required Reading**


**Subject Hours**

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

**Assessment**

- Class participation (20%); written assignments (40%); research projects (40%).

**Prerequisite(s)**

- HEB0034 Special Project; or equivalent.

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**HEB0040 Language Functions and Analysis 1**

**Campus** Footscray Park, Melton

**Prerequisite(s)** Nil

**Content** This subject is part of a major sequence in Language and Literary Studies in the Bachelor of Education. The subject will introduce students to the social and cultural aspects of language use through critical application and practice in written and spoken forms of discourse.

**Required Reading**


**Subject Hours**

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

**Assessment**

- Class participation (20%); written assignments (40%); research projects (40%).

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**HEB0034 Action Research – Art**

**Campus** Footscray Park, Melton

**Prerequisite(s)** HEB0034 Special Project; or equivalent.

**Content** The following themes will be explored: investigating the concept that art is a set of socially determined roles and practice which needs to be researched; understanding action research; the nature of cultural capital in an arts context; teaching and learning in an arts context; reflective practice in an arts context; putting it all together – the visual arts and self.

**Required Reading**


**Subject Hours**

- Four hours per week for one semester comprising supervised studio work and tutorials.

**Assessment**

- Presentation of a written report (100%).
HEB0042 APPLIED LINGUISTICS 1
Campus Footscray Park, Melton
Prerequisite(s) HEB0041 Language Functions and Analysis 2; or equivalent.
Content This subject is designed to provide an understanding of the basic aspects of applied linguistics and its contributions to language learning. It introduces semantics, covering discourse, sentence and word meaning as well as relevant areas of pragmatics. The linking of language and thought and language and learning will be undertaken and aspects of the development of oracy and the teaching of reading and writing for a range of purposes will be given particular emphasis. Alphabetic and non-alphabetically based systems of writing and the relationship between writing and speech will be examined and the implications of literacy and biliteracy for various age levels considered.
Required Reading To be advised by lecturer.
Subject Hours Three hours per week for one semester comprising one one-hour lecture and one two-hour tutorial.
Assessment Two tutorial papers (60%); essay (30%); attendance and participation (10%).

HEB0043 APPLIED LINGUISTICS 2
Campus Footscray Park, Melton
Prerequisite(s) HEB0042 Applied Linguistics 1; or equivalent.
Content Developmental aspects of language learning will be given major consideration with special emphasis on similarities and differences between first and second language acquisition. This will be underpinned by an overview of current theories and research in psycholinguistics, sociolinguistics and language pedagogy. Language learning needs in a multicultural setting will be closely examined and aspects of the acquisition of English as a native and as a second/foreign language will be analysed. Major issues in bilingualism including the maintenance of linguistic competence in more than one language and learning through a second language will be introduced. In conclusion, the subject will discuss language policy and planning.
Required Reading To be advised by lecturer.
Subject Hours Three hours per week for one semester comprising one one-hour lecture and one two-hour tutorial.
Assessment Two tutorial papers (60%); essay (30%); attendance and participation (10%).

HEB0044 LITERATURE IN CONTEXT 1
Campus Footscray Park, Melton
Prerequisite(s) HEB0041 Language Functions and Analysis 2; or equivalent.
Content The subject aims to introduce students to the critical appreciation of major literary forms: poetry, prose fiction, and drama. Style, genre, and literary conventions will be discussed in relation to contemporary literary theory. The role of literature as a key to personal expression, aesthetic experience and literary development will be linked to learner needs from early childhood to adulthood. The creative process of the writer will be followed through extensive reading and seminar discussions. A brief overview of significant examples of imaginative writing in the English language will provide historical perspectives for future teachers of literature.
Required Reading To be advised by lecturer.
Subject Hours Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop.
Assessment Tutorial paper (40%); essay (50%); attendance and participation (10%).

HEB0045 LITERATURE IN CONTEXT 2
Campus Footscray Park, Melton
Prerequisite(s) HEB0044 Literature in Context 1; or equivalent.
Content This subject examines literary texts and ideas in their social and cultural context. The main focus will be on Late nineteenth and twentieth century Australian imaginative writing, including children’s literature. The development of Australian cultural identity will be explored and students will be encouraged to link historical perspectives with contemporary experiences of multiculturalism. The medium of Australian English as the language of reflection will be given particular emphasis.
Required Reading To be advised by lecturer.
Subject Hours Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop.
Assessment Tutorial paper (40%); essay (50%); attendance and participation (10%).

HEB0046 APPROACHES TO WRITING 1
Campus Footscray Park, Melton
Prerequisite(s) HEB0041 Language Functions and Analysis 2; or equivalent.
Content This subject is designed to enable future teachers to use and teach writing effectively in a variety of media and genres. The communication of specific information in clear English in literary, academic and scientific/technical/registers will be of central concern. This will be done in the framework of theoretical analysis of specific genres and their practical application. Literacy as a social process will be considered and cultural contexts will be discussed to provide a basis for the interpretation of meaning and purpose in a variety of settings.
Required Reading To be advised by lecturer.

**Subject Hours** Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop.

**Assessment** Tutorial paper (40%); essay (50%); attendance and participation (10%).

**HEB0047 APPROACHES TO WRITING 2**

**Campus** Footscray Park, Melton

**Prerequisite(s)** HEB0046 Approaches to Writing 1; or equivalent.

**Content** This subject will provide a range of models for the development of written communication skills. They will include such aspects as student awareness of their own use of language as well as attitudes, strategies and conventions appropriate for the given setting. The systemic-functional approach to language and genre theory will be used as basic frameworks for effective communication. The use of fiction and non-fiction will be utilised in order to link fields of knowledge with effective writing. Discourse styles of specific academic disciplines and genres appropriate for the workplace will be analysed.

**Required Reading**


**Subject Hours** Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop.

**Assessment** Tutorial paper (40%); essay (50%); attendance and participation (10%).

**HEB0060 INTER PROFESSIONAL COLLABORATION**

**Campus** Echuca, Footscray Park, Melton

**Prerequisite(s)** Nil

**Content** The subject 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.

**Required Reading**


**Recommended Reading**


**Subject Hours** Four hours per week equivalent tutorials for one semester, compromising campus and community based meetings and activities, or equivalent.

**Assessment** Preparation and workshop presentation of a 3000 word report on a community-based action research team project (70%); workshop presentation of the principles of interprofessional collaboration (10%).

**HEB0063 POLICY AND CIVICS EDUCATION**

**Campus** Echuca, Footscray Park, Melton

**Prerequisite(s)** Nil

**Content** This subject 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 subject 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 organisation, and an investigation of many of the current debates surrounding the role of the welfare state.

**Required Reading**


**Recommended Reading**


**Subject Hours** Thirty-nine hours of workshops for one semester or equivalent.

**Assessment** Reports of reading (50%); activities and projects (50%); or equivalent.

**HEB0064 SOCIAL INQUIRY THEORY AND RESEARCH**

**Campus** Echuca, Footscray Park, Melton

**Prerequisite(s)** Any two of the subjects registered within Year 1 and Year 2 of the Social Inquiry sequence, or equivalent.

**Content** This subject is concerned with developing understandings of the range and application of modern social theory. This subject offers a critique of some of the new perspectives on 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 subject.

**Required Reading**


**Recommended Reading**

HEB0070 INTRODUCTION TO INFORMATION AND COMMUNICATION TECHNOLOGIES

Campus Footscray Park, Melton
Prerequisite(s) Nil
Content An introductory level subject which introduces students to information management, basic desktop publishing and the Internet. The subject covers file and folder management, basic word processing and formatting, design principles, using tables and graphs, using clipart and creating graphics. Students will also engage in a critical introduction to electronic environments with a focus on email and the Web based information searches.
Subject Hours Three hours or equivalent of workshops each week for one semester.
Assessment Major project: Newsletter design demonstrating desktop publishing skill development (50%); reflective writing (30%); class based tasks (20%).

HEB0071 KNOWLEDGE MANAGEMENT

Campus Footscray Park, Melton
Prerequisite(s) HEB0070 Introduction to Information and Communication Technologies or equivalent.
Content The development of ways in which society creates, communicates and manages knowledge is changing rapidly in an increasingly technology oriented society. This subject covers the development of an effective presentation including research, critical thinking e.g. concept mapping, flowcharts, graphing and evaluation of a range of multimedia software applications, use of hypertext and hypermedia and the use of authoring tools and facilities to develop effective multimedia presentations. Students will have the opportunity to learn digitization techniques for sound, graphics and video. electronic environments with a focus on email and the Web based information searches.
Subject Hours Three hours or equivalent of workshops each week for one semester.
Assessment Major project: Networking collaborative project (50%); online forum (50%).

HEB0072 ELECTRONIC COMMUNITIES

Campus Footscray Park, Melton
Prerequisite(s) VCE Units 3 and 4 Information Technology or HEB0070 and HEB0071 or equivalent.
Content The subject focuses on building an understanding of electronic communities in networked environments. It includes consideration of economic, social, cultural, ethical, and legal issues arising from the development of online communities. Practically, the subject will provide an introduction to various types of networked communities formed by the use of synchronous and asynchronous communication and deal with management issues related to participation and development of such communities. Students will also engage in an online collaborative networking project.
Subject Hours Three hours or equivalent of workshops each week for one semester.
Assessment Major project: Networking collaborative project (50%); online forum (50%).

HEB0073 INTERACTIVE MULTIMEDIA

Campus Footscray Park, Melton
Prerequisite(s) HEB0070 Introduction to Information and Communication Technology, HEB0071 Knowledge Management, or HEB0072 Electronic Communities or equivalent.
Content A critical exploration of the concept of digital literacy and the design and management of multimedia. The subject includes evaluation of a range of multimedia software applications, use of hypertext and hypermedia and the use of authoring tools and facilities to develop effective multimedia presentations. Students will have the opportunity to learn digitization techniques for sound, graphics and video. electronic environments with a focus on email and the Web based information searches.
Subject Hours Three hours or equivalent of workshops each week for one semester.
Assessment Multimedia project (50%); seminar paper (50%).
communication technologies. Students will develop their skills in using and choosing appropriate communication technologies for a range of purposes. Issues related to the use of animation, image editing and manipulation and other emerging technologies will also be addressed and students will demonstrate their developing understanding of the issues through the creation of educationally valid web sites.


Subject Hours Three hours or equivalent of workshops each week for one semester.

Assessment Project presentation (20%); major project (80%).

HEB0075 INTERFACE DESIGN

Campus Footscray Park, Melton

Prerequisite(s) HEB0072 Electronic Communities or HEB0073 Interactive Multimedia or equivalent.

Content This subject will enable students to develop sophisticated multimedia learning tools using appropriate scripting languages. Students will discover the variety of ways in which databases are able to be accessed and manipulated through emerging technologies.


Subject Hours Three hours or equivalent of workshops each week for one semester.

Assessment Presentation papers (80%); Major Project: Programming Task (20%).

HEB0076 SYSTEMS PLANNING AND SUPPORT

Campus Footscray Park, Melton

Prerequisite(s) HEB0072 Electronic Communities or HEB0073 Interactive Multimedia or equivalent.

Content A substantial project would be undertaken to identify school or workplace technological, physical and educational needs, and to make recommendations for educationally appropriate network, hardware and software requirements. This project will identify philosophically appropriate hardware, software, and critical processes for school and workplace change.


Subject Hours Three hours or equivalent of workshops each week for one semester.

Assessment Log book and Journal (40%); major project (60%).

HEB0077 ADVANCED MULTIMEDIA

Campus Footscray Park, Melton

Prerequisite(s) HEB0073 Interactive Multimedia or equivalent.

Content This subject will enable students to develop sophisticated multimedia and Internet projects through the use of an appropriate scripting language. Programs will be enabled to include video, audio and other emerging interactive technology environments. Students will write, edit and debug their programs under a variety of appropriate programming environments. Students will develop an understanding of digital literacy as a communication medium within the advanced multimedia environment. Students will have the opportunity to learn advanced digitization techniques for sound, graphics and video.


Subject Hours Three hours or equivalent of workshops each week for one semester.

Assessment Minor assignments (40%); major project (60%).

HEB0080 THEORIES OF OUTDOOR EDUCATION

Campus All Campuses on which the Bachelor of Education is taught: currently Footscray Park, Melton and Sunbury.

Prerequisite(s) Nil

Content The unit of study will cover: Historical development of adventure, exploration and Outdoor Education programs; The role of adventure and the environment; Outdoor Education program design and implementation; Equipment, values and philosophies of camping; Participation in overnight camping experiences; Examination of Outdoor Education literature as well as consideration of current and future issues; Introductory games, initiative and problem solving activities commonly used in Outdoor
Education programs, including rock climbing, abseiling, low and high ropes.


**Websites**

- Adventure Education. www.adventure-ed.co.uk/
- Adventure Professionals. www.adventurepro.com.au
- Camping Association of Victoria www.cav.asn.au
- National Parks. www.parks-leisure.com.au
- Outdoor Education in the UK. www.outdoor-learning.org
- UK. Reviewing activities. http://reviewing.co.uk
- VOEA. www.voea.vic.edu.au

**Class Contact** 36 hours of workshops and lectures, plus a 5 day outdoor program.

**Assessment** Students will demonstrate a range of skills that relate to self and group maintenance in the outdoors. Practical skills and field work 50% [CGA: P1, I1, O1, O2, A1, C1, C2, D1,]

Two written assignments/presentations (70%)

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. (Total 3000 words). [CGA: P1, I1, O1, W1, C1, D1]

**HEO0082 ENVIRONMENTAL INQUIRY**

**Campus** All Campuses on which the Bachelor of Education is taught: currently Footscray Park, Melton and Sunbury.

**Prerequisite(s)** Nil

**Content** The unit of study will include: Students exploring nature and their awareness of environmental and heritage issues; Students exploring a range of human relationships with the environment including: commercial, recreational, educational and spiritual A consideration of ways to minimise human impact on the environment; Extended interpretative field trips; A theoretical and practical investigation of ecological cycles An investigation into the concepts of sustainability and conservation Explorations of a range of urban and non-urban environments.

**Required Reading** Current articles as specified by the lecturer.

Required Reading

shelters, casualty and crisis management.

techniques; A 5 day winter alpine experience including night/poor

learning; An investigation into facilitating processing and debriefing

evaluate the consequences of personal decision making processes;

management and group dynamics; Exploration of different

evaluating the consequences of personal decision making processes;

leadership styles; An analysis of personal qualities and skills in

approaches to conflict resolution.; Conflict resolution strategies and

evaluate the consequences of personal decision making processes;

leadership styles; The use of role-play and real situations to

leadership; The development of a personal and environmental ethical value

indigenous, ecological, scientific, and feminist in relation to outdoor

approaches to the understanding, interpretation and critique of

philosophical perspectives with other perspectives such as eastern,

interrelated and distinct and their preferred method of reflecting.

access, disadvantage and change in Outdoor Education;

an overview of the field of outdoor education, the history and

focused on risk management, safety, health, environmental

topic for a “solo” experience in the natural environment;

assess student research and a literature review that relates to an aspect of their

The unit of study will include: A comparison of western

Subject Details

HEB0083 LEADERSHIP IN THE OUTDOORS

Campus All Campuses on which the Bachelor of Education is taught: currently Footscray Park, Melton and Sunbury.

Prerequisite(s) Outdoor Safety Skills or equivalent

Content The unit of study will include: Exploring the range of leadership styles; An analysis of personal qualities and skills in relation to leadership; The use of role-play and real situations to explore the different leadership styles; Examination of group management and the evolution of temporary communities, group


Australian Journal Of Outdoor Education

Journal of Adventure and Outdoor Leadership

Journal of Experiential Education

Journal of Environmental Education

Websites

Adventure Education. www.adventure-ed.co.uk/research

Adventure Professionals. www.adventurepro.com.au

Association for Experiential Education www.aee.org

Board of Meteorology. www.bom.gov.au

National Parks. www.parks-leisure.com.au

Reviewing Activities, http://reviewing.co.uk

Risk management. www.mountainsafety.org.nz

Snowsafe. www.snowsafe.org.au

Victorian Association for Environmental Education

www.vnpa.org.au

VOEA. www.voea.vic.edu.au

Wilderness Organisation. www.wilderness.org.au

Class Contact 36 hours of workshops and lectures plus 2 field work days.

Assessment Students will demonstrate a range of skills that relate to self and group maintenance in the outdoors.

Practical skills and field work 30% (CGA: P2, I2, O2, A2, C2, D2)

Two written assignments/presentations (70%)

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. Total (3000 words) [CGA: P2, I2, O2, W2, A2, C2, D2]

HEB0084 OUTDOOR ENVIRONMENTAL PHILOSOPHY

Campus All Campuses on which the Bachelor of Education is taught: currently Footscray Park, Melton and Sunbury.

Prerequisite(s) Nil

Content The unit of study will include: A comparison of western philosophical perspectives with other perspectives such as eastern, indigenous, ecological, scientific, and feminist in relation to outdoor education; An emphasis will be given to current issues of equity, access, disadvantage and change in Outdoor Education; Approaches to the understanding, interpretation and critique of social practices in Outdoor Education including a detailed comparison of peoples' cultural relationships with the environment; The opportunity for a “solo” experience in the natural environment; The development of a personal and environmental ethical value system; The development of a personal philosophy of Outdoor Education.


JOURNALS
Journal of Environmental Education
Journal of Experiential Education
Journal Of Philosophy of Education
Journal of Social Science
Journal of Adventure and Outdoor Leadership

Websites.
Association for Experiential Education. www.aee.org
Adventure Education. www.adventure-ed.co.uk/research
Adventure Professionals. www.adventurepro.com.au
National Parks. www.parks-leisure.com.au
Philosophy of Outdoor Education www.wilderdome.com/Philosophy.html
Reviewing Activities. http://reviewing.co.uk
Victorian Association for Environmental Education
www.netspaces.net.au/~vae
Victorian National Parks. www.vnpa.org.au
VOEA. www.voea.vic.edu.au
Wilderness Organisation. www.wilderness.org.au

Class Contact
36 hours workshops or lectures plus a 3 day camp

Assessment
Two written assignments/presentations 100%
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 will be presented to their peers. [Total 3000 words]: (CGA: P3, I3, O3, W3, A3, C3, D3.)

HEB0090 CULTURAL HISTORY 1

Campus Echuca, Footscray Park and Melton.
Prerequisite(s) Nil
Content This unit of study will encompass the theoretical and conceptual foundations of Australian culture and will include: Cultural studies as a form of sociology and communication studies Australian government and democracy Australian cultural expressions and icons Australian national identity issues Inquiring into Australian cultural themes.


HEB0091 CULTURAL HISTORY 2 - ABORIGINAL HISTORY

Campus Echuca, Footscray Park and Melton.
Prerequisite(s) Nil
Content This unit of study will encompass the historical and current notions of Aboriginal culture and knowledge and will include: Aboriginal studies as a form of sociological, historical and cultural inquiry Aboriginal experiences of culture, colonisation and society Aboriginal cultural experiences of community and family Identity issues relating to Aboriginality Inquiring into Australian cultural themes.


HEB0092 CULTURAL STUDIES 1 - STUDIES OF SOCIETY AND CULTURE

Campus Echuca, Footscray Park and Melton.
Prerequisite(s) Nil
Content This unit of study will encompass the theoretical and conceptual foundations of Australian society and culture and will include: Sociology and cultural studies as theoretical frameworks for understanding Australian social identities, themes and experiences Inequality in Australian society Australian national social and cultural issues Inquiring into Australian society and culture.


Class Contact Thirty-six hours of workshops for one semester or equivalent.

Assessment
Reports of reading (1000 words) 30% Tutorial presentation (1000 words) 20% Written project report (2000 words) 50%
HEB0093 CULTURAL STUDIES 2 – AUSTRALIAN CULTURE

Campus Echuca, Footscray Park and Melton.
Prerequisite(s) Nil

Content This unit of study will encompass the theoretical and conceptual frameworks of critical theory, social theory, and cultural studies. Australian social and economic events from 1880 until the present will be investigated as practical philosophical inquiry.

Required Reading

Recommended Reading

Assessment
- Reports of reading (1000 words) 30%
- Written project report (2000 words) 50%

HEB0094 CULTURAL STUDIES 3 – CULTURE AND EDUCATION IN AUSTRALIA

Campus Echuca, Footscray Park and Melton.
Prerequisite(s) Nil

Content This unit of study will encompass the exploration of education programs and their outcomes in Australia and will include: Factors impacting on the design, facilitation and evaluation of education programs. The range of needs and contexts in the Australian education system. Issues of access and equity in participating in the Australian education system. Examples of innovative education programs and processes. Inquiring into education programs that aim to address inequality in the Australian education system.

Required Reading

Class Contact Thirty six hours of workshops for one semester or equivalent.

Assessment
- Reports of reading (2000 words) 50%
- Written project report (2000 words) 50%

HEB1010 LANGUAGE, EDUCATION & CULTURE

Campus Footscray Park, Melton.
Prerequisite(s) HEB1010 Language, Technology and Education or equivalent.

Content Partnership experience will provide the context for an investigation into teaching in literacy and language education. Topics will include: the development of teaching strategies for the development of literacy skills in young people appropriate to their stages of development and styles of learning; teaching English as a Second Language; lesson planning for literacy education. Development of information technology for teaching literacy and an understanding of the connections between culture, literacy and education will be key learning outcomes for this subject. Issues such as equity, ethnicity, gender, social class and educational outcomes will be investigated as practical philosophical inquiry.

Required Reading
HEB1100 LITERACY AND LANGUAGE
Campus Footscray Park, Melton
Prerequisite(s) Nil
Content The subject will require students to develop their own literacy and understanding of language. Topics will include: oral language – formal and informal speech; introductory linguistics; written language including grammar, syntax, semantics; language and culture; language and society; language and communication; language and technology; critical literacy, social action and social change; language in academic discourse. Students will be expected to produce practical demonstrations of literacy competence.
Subject Hours Four hours per week, or equivalent, of workshops plus ten days Project Partnerships for 1 semester. Workshops may include mentored activity with Year 4 students.
Assessment Two written assignments in the form of an essay, journal or folio (50% each); report of satisfactory participation in partnership activities.

HEB1102 INQUIRY INTO UNDERSTANDING
Campus F Park, Melton and Sunbury
Prerequisite(s) HEB 1111 Learning in a Changing World (co-requisite)
Content Preservice teachers will work collaboratively using a Praxis Inquiry approach to: Articulate questions such as: What is the nature of the changing world? What are the key issues in the community? What can we learn by taking a closer look at our neighbourhood? How do community issues impact learning? What modifications might teachers make in schools and classrooms when taking community issues into account? Develop an action plan for achieving practical understanding, participate in an inquiry process which values both qualitative and quantitative information and analysis and employ a range of techniques to collect information/data to help them describe a particular situation, phenomenon, program, project, event issue etc. explain the collected data (using descriptive, mathematical, visual, historical, geographical, economic and other strategies) and develop tentative theories to explain their findings and seek to connect their emerging theories with other people’s theories and ideas consider the possible implications for learners and learning.
Subject Hours 36 hours for one semester including common activities, workshops and community participation.

Assessment Common Assessment Task (100%), professional Exposition: Learning and Learners. In conjunction with a relevant curriculum unit of study, the Exposition will require preservice teachers to extend the electronic portfolio commenced in HEB1110: Learning in a Changing World to report their collaborative inquiry.

HEB1200 NUMERACY AND MATHEMATICS

Campus Footscray Park, Melton

Prerequisite(s) Nil

Content The subject will require students to develop an understanding of their own learning of mathematics. They will be asked 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 investigating questions and problems which may be encountered in the primary and early secondary school years. Two important aspects of the subject will be a focus on the development of student confidence in mathematics and the development of an understanding of the language of mathematics needed to participate in the real world. The subject will require students to use calculators and information technology in answering mathematical questions.


Subject Hours Three hours per week, or equivalent, for one semester in lectures and workshops. Workshops may include mentored activity with Year 4 students.

Assessment Essays (70%); class papers (30%).

HEB1210 UNDERSTANDING LEARNING

Campus Footscray Park, Melton and Sunbury

Prerequisite(s) HEB 1101 Learning in a Changing World and HEB 1102 Inquiry for understanding as co-prerequisites or prerequisites.

Content This unit of study will connect with and complement Project Partnerships and the Curriculum, Pedagogy and Assessment unit of study being undertaken in the same semester. In this unit of study a Praxis Inquiry Protocol will be introduced to Assist preservice teachers to identify initiating questions [Who are the learners and how do they learn?] and then to articulate further significant questions about learners’ experience of learning. 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 preservice teachers to build schemata that illustrate the multiple ways that students learn, the key influences on learning, and the dilemmas facing learners and teachers, assist preservice teachers to articulate their observations in order to refine their personal theory of learning and change their practice in Project Partnerships to reflect their inquiry and learning.


Assessment Common Assessment Task (CGA: P1, I1, O1, W1, A1, C1 and D1)(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.

Professional Exposition: Learners and Learning

The task involves the continued construction of the electronic portfolio initiated in Semester 1. During Semester 2, the portfolio will be extended to include a record the preservice teachers’ inquiry into learners and their learning, with an emphasis on literacy learning.

2000 words equivalent

Develop an Inquiry Outline ((30%)

Preservice teachers develop a pro-forma for their study of student learning that will include a range of approaches to data collection and recording of group of students. (1000 words equivalent)

Compile a Student Profile (20%)

Preservice teachers develop a poster illustrating initial findings about student learning and mapping avenues for further school-based, theoretical and socio-cultural inquiry. (1000 words equivalent)

Project Partnership Report [] (Ungraded)

Satisfactory progress reported by Project Partnership mentor teacher.
HEB1250 COMMUNICATION AND SOCIAL ACTION

Campus Footscray Park, Melton and Sunbury.
Prerequisite(s) HEB 1101 Learning in a Changing World and HEB 1102 Inquiry for understanding, HEB1100 Language and Literacy (possible co-requisite).
Content This unit of study will connect with and complement Project Partnerships and the Praxis Inquiry study being undertaken in the same semester. In this unit of study preservice teachers will seek a deeper understanding of the socio-cultural basis of language and literacy by exploring the literacy learning of indigenous Australians and people from Non-English Speaking Backgrounds; and examining the developing nature of multiliteracies. Investigate literacy/language learning in the early years and middle years of schooling, undertake a reflective evaluation of their experiences in Project Partnerships focused on: planning and implementing lessons; classroom management; inclusive education; working with literacy support colleagues; as well as formative and summative assessment strategies, review and evaluate current education system policies on literacy education, including consideration of state and national studies and inquiries, become familiar with diverse electronic resources which might be used in literacy programs.
Subject Hours 36 hours for one semester including common activities, workshops and online sessions.
Assessment Common Assessment Task 1: (CGA: P1, I2, O2, W2, A1, C1 and D1)(100%)
Exposition: Learners and Learning
In conjunction with a Praxis Inquiry unit of study, preservice teachers continue the electronic portfolio initiated in Semester 1. In regard to this unit of study preservice teachers’ will prepare a report of a simple investigation of language, literacy and learning. Preservice teachers choose an issue, question or topic that is connected to Project Partnerships, has some personal interest and is related to a current debate about language, literacy or technology. The report will include supporting evidence such as examples of students’ work as well as descriptive and reflective writing. The investigation will lead to an emerging personal theory of learning related to literacy, communication and social action.

HEB1300 VISUAL ARTS AND PERFORMANCE

Campus Footscray Park, Melton
Prerequisite(s) Nil
Content The subject 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 subject 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.
Subject Hours Three hours per week, or equivalent, in lectures and workshops for one semester. Workshops may include mentored activity with Year 4 students.
Assessment Essay (25%); journal (25%); class paper (50%).

HEB1400 HEALTH, PHYSICAL AND OUTDOOR STUDIES

Campus Footscray Park, Melton
Prerequisite(s) Nil
Content This subject aims to develop the 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, socio-cultural, psychological and physiological perspectives.
Required Reading To be advised by the Lecturer.
Subject Hours Three hours per week, or equivalent, of lectures and workshops for one semester. Workshops will include mentored activity with Year 4 students.
Assessment Essay (25%); journal (25%); class papers (50%).

HEB1500 SOCIAL AND SCIENTIFIC INQUIRY

Campus Footscray Park, Melton
Prerequisite(s) Nil
Content The subject 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.
Subject Hours Three hours per week, or equivalent, in lectures and workshops for one semester. Workshops may include mentored activity with Year 4 students.
Assessment Science project report (50%); social science project report (50%).
HEB1600 CAREER EDUCATION AND YOUNG PEOPLE

Campus All Campuses on which the Bachelor of Education is taught: currently Footscray Park, Melton and Sunbury.

Prerequisite(s) For students in either Year 3 of Year 4 of the Bachelor of Education.

Content The proposed 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:

1. Personal Management: Understanding of self (utilising ABCD categories), Social/generic skills and attitudes necessary for work readiness; Aspects of counseling; work/life balance; Self efficacy and capability
2. Learning and Work Exploration: Future of work; Vocational testing; AQTF and pathways; Roles and relationships of education providers; Labour market: trends, resources & interpretation; Demographics; Currency of information: commonly used resources; Careers education programs and evaluation frameworks; Engaging the disengaged.


Assessment Reports of reading (2000 words) 50% [CGA: I3, O3, W3, D3]

Class Contact Thirty six hours of workshops for one semester or equivalent.

HEB1610 GENERAL STUDIES: CURRENT RESEARCH IN EARLY CHILDHOOD EDUCATION

Campus Melton

Prerequisite(s) Nil

Content This subject will include an introduction to qualitative and quantitative research; framing research questions; research design - sampling methods, biased sampling, selective attrition, practice efforts and cohort effects; standardised and non-standardised testing; systematic, naturalistic and structured observations; case studies, descriptive studies, correlational and experimental studies; and longitudinal research; how research is used to support a principle or theory to advance knowledge and suggest solutions to problems; strengths and limitations of common research methods - observer influence and bias, validity and reliability of research methods; and the use of primary and secondary sources; an introduction to interpreting and critically analysing research and drawing implications for early childhood practices; using information technology to conduct literature and research reviews; and ethical obligations and guidelines for research in early childhood.


Subject Hours Three hours per week or equivalent of lectures, workshops and/or field-based research.

Assessment Critical review of two current research reports on early childhood development or education of 1500 words or equivalent (30%); research report undertaken in an early childhood setting of 1500 words or equivalent (70%).

HEB1620 GENERAL STUDIES: DEVELOPMENTAL STUDIES 1 (INFANT/TODDLER)

Campus Melton

Prerequisite(s) Nil

Content This subject will include a study of the development of children 0–3 years across areas such as physical, social, emotional, cognitive, perceptual, personality and language development; the evolutionary, biological and environmental influences on developmental outcomes; the interrelatedness of the child’s behaviour and the interrelatedness of interactions with others including self-esteem, stress, locus of control; an exploration of
major theorists and current research in relation to infant and toddler development.

**Required Reading**

**Recommended Reading**

**Subject Hours** Three hours per week or equivalent. 

**Assessment** Two written assignments: a report and a research essay of 1500 words (50% each).

**HEB1640 GENERAL STUDIES: ADMINISTRATION AND MANAGEMENT OF EARLY CHILDHOOD EDUCATION**

**Campus** Melton

**Prerequisite(s)** Nil

**Content** This subject 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.

**Required Reading**

**Recommended Reading**

**Subject Hours** Three hours per week or equivalent of lectures and workshops.

**Assessment** Folio of administrative/partnership experiences that focus on three selected areas of administration and/or management of 1500 words or equivalent (50%); report on current issues and practices in a selected area of 1500 words (50%).

**HEB1650 GENERAL STUDIES: POLICY AND PRACTICE IN EARLY CHILDHOOD EDUCATION**

**Campus** Melton

**Prerequisite(s)** Nil

**Content** This subject will include current understanding of policy, how social and economic policies determine the direction of early childhood services, how policies are developed that support service delivery in early childhood; and 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, 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; and 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.


**Websites**

**Subject Hours** Three hours per week or equivalent of lectures and workshops.

**Assessment** Critical analysis of a policy document of 1500 words (50%); field report of 1500 words (50%).

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**HEB1700 SURVEY OF MUSIC**

**Campus** All Campuses on which the Bachelor of Education is taught: currently Footscray Park, Melton and Sunbury.

**Prerequisite(s)** Nil

**Content** The subject is constructed around a number of key themes in music. It will critically examine music as it relates to personal, cultural, economic and social contexts. In addition to analysing conventional studio practice within the relevant disciplines, the subject will draw on information technologies. Visits to musical events will be included in the program.

The subject will include identifying and investigating different kinds of music such as classical, popular, jazz, rap, reggae etc.

Observing, participating, performing, reflecting on musical skill and knowledge development

Constructing personal learning plans and investigating the appreciation and criticism of music

Using information and digital technologies to access and create music

Exploring the role of music in society and investigating the relationship between music and socio-cultural issues such as race, gender, class, diversity and ability.


**Websites**
- University of California Press; Center for Black Music Research
- Digital Education Network http://www.edunet.com/

**Class Contact** Thirty six hours for one semester comprises three hours per week or equivalent in lectures and workshops.

**Assessment** There are two assessment tasks: A journal which reports 3 – 4 different musical events or opportunities. (CGA: P1, I, W1) The journal will include
descriptive accounts of each event/opportunity and a reflection on each experience. (1500 words equivalent, 50%). An essay or electronic presentation which investigates one aspect of music, documenting its history, a leading exponent of its form, and or issues related to it development, techniques or critical acceptance [CGA: 11, W1, A1] [1000 words equivalent, 50%]. Those students wishing to continue on with an elective sequence in music will also be required to attend an audition, sit a music materials test (aural, theory and terminology) and present a personal folio showing the musical achievements. The personal folio will include a CV detailing musical qualifications and experience and a 300 word written piece describing personal goals in relation to music and music education.

HEB2010 MATHEMATICS AND NUMERACY EDUCATION
Campus Footscray Park, Melton
Prerequisite(s) HEB1010 Language, Technology and Education or equivalent.
Content Partnership experience will provide the context for an investigation into teaching in mathematics. Topics will be: 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.
Subject Hours Four hours per week, or equivalent, of lectures and workshops plus twenty days Project Partnerships for one semester.
Assessment Two written assignments in the form of an essay, journal or folio (50% each); report of satisfactory participation in partnership activities.

HEB2110 TEACHERS KNOWING CHILDREN
Campus Footscray Park, Melton and Sunbury
Prerequisite(s) HEB 1110 Learning in a Changing World As Co- or Prerequisite.
Content This unit of study will connect with and complement Project Partnerships and the Curriculum, Pedagogy and Assessment study being undertaken in the same semester. Preservice teachers will: ask questions that focus on teaching and learners: How do teachers support student learning? How have I supported student learning? 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 socio-cultural 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.
Websites Action research resources: http://www.scu.edu.au/schools/gcm/ar/arhome.html
HEB2150 REASONING FOR PROBLEM SOLVING

Campus
Footscray Park, Melton and Sunbury.

Prerequisite(s)
HEB 1111 Inquiry for Understanding (Co- or Prequisite). Preservice teachers without a recent background in mathematics learning may be required to take HEB1200 Numeracy and Mathematics (or equivalent) as co- or prerequisite.

Content
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 Early Years and Middle Years of Schooling. Through their participation in Project Partnerships, supported by the formal inquiry in the related Praxis Inquiry unit, 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 & 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 and chance, and data, learning operations with whole number, fractions & 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 & specific software and the Internet; organising student learning with technology.

Required Reading

Recommended Reading

Websites
Partnerships, Victoria University http://accel.vu.edu.au/partnerships/

Mathematical Association of Victoria http://www.mav.vic.edu.au/


Mathematics Education Understanding and Practices in Enhancing Learning Operations with Whole Number, Fractions & Decimals, Assessing Children’s Mathematics: Teaching Cycles; Clinical Interviews; Using Good Questions; Rich Assessment Tasks; Annotated Work Samples; Recording Student Learning, Using Technology for Mathematics Learning; Calculators, Generic & Specific Software and the Internet; Organising Student Learning with Technology.

Prerequisite(s)
HEB 1001 Learning in a Changing World as co- or prerequisite.

Content
This unit of study will connect with and complement Project Partnerships and the Curriculum, Pedagogy and Assessment study being undertaken in the same semester. 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. (2000 words equivalent). Teaching and learning inquiry (CGA: P1, I1, W1, D1) (30%). This task involves developing an outline for an inquiry into learners and teaching in Project Partnership. (1000 words equivalent). Review of Inquiry (CGA: P1, I1, O1, A1) (20%). This task involves a mid-semester presentation of observations about student learning and teaching. (1000 words equivalent). Project Partnership Report (CGA: A1, C1, D1) [Ungraded]. Satisfactory progress reported by Project Partnership mentor teacher.
learners: What are the conditions that support students in becoming active and engaged learners? Observe and reflect on the processes by which teachers promote safe and secure classroom environments and relationships with students who support learning. Document their developing teaching practices and their effects on students and their learning using a range of genres to describe and reflect on their observations and drawing on a wide range of information about students to support their reflections. Use their descriptive records to generate personal, school-based, theoretical and socio-cultural explanations and make connections with key literature explanations to 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, metacognition and inquiry.


Websites Project Partnerships, Victoria University: http://education.vu.edu.au/partnerships/

Middle Years Thinking Curriculum: http://www.sofweb.vic.edu.au/mys/Thinking/index.htm

Victorian Curriculum and Assessment Authority: http://www.vcaa.vic.edu.au


Victorian Curriculum and Assessment Authority: www.vcaa.vic.edu.au


Department of Education and Training (DET): www.sofweb.vic.edu.au


Curriculum@Work: www.sofweb.vic.edu.au/catw.

DET Middle Years: http://www.sofweb.vic.edu.au/mys/index.htm


Subject Hours Project Partnerships: 16 days [10 days supervised teaching practice]. University participation: 24 hours comprising 16 hours in university lectures and workshops, 8 hours in online discussion

Assessment Common Assessment Task (CGA: 1P1, 1I1, 1O1, 1W1, 1A1, 1C1, 1D1] (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. Professional Exposition: Teaching and Learners. This task involves construction and presentation of a portfolio documenting practice in Project Partnerships with accompanying reflective annotations and commentary. The exposition/portfolio will require preservice teachers to demonstrate understanding of their experiences teaching in their Project Partnership setting with a particular emphasis on literacy and mathematics teaching and learning. (2000 words equivalent). Evaluation of pedagogies (CGA: 1P1, 1I1, 1W1] [30%]. An inquiry into a range of teaching strategies trialled during Project Partnership. (1000 words equivalent). Review of Inquiry (CGA: 1P1, 1I1, 1O1, 1A1] [20%]. Mid-semester presentation of observations about the trialling of the range of teaching strategies. (1000 words equivalent). Project Partnership Report (CGA: 1A1, 1C1, 1D1] (Ungraded). Satisfactory progress reported by Project Partnership mentor teacher.

HEB2250 HEALTHY ACTIVITY, COMMUNITY AND WELL BEING

Campus All Campuses on which the Bachelor of Education is offered (Footscray, Footscray Park, Melton and Sunbury.

Prerequisite(s) HEB 1111 Inquiry for Understanding or equivalent as Co-Requisite). Preservice teachers without a recent background in health and physical education may be required to take HEB1400 Health, Physical and Outdoor Studies (or equivalent) as co-requisite.

Content The unit of study will introduce preservice teachers to the curriculum and pedagogy required for effective teaching of the Health, Physical and Outdoor Education with a focus on students in the Early Years and Middle Years of Schooling. Through their participation in Project Partnerships and the formal inquiry in the related Praxis Inquiry subject (normally either HEB2110 or HEB4110), preservice teachers will apply their developing Health, Physical and Outdoor Education understanding and practices to the enhancement of students’ well-being and community participation.

Topics will include:

Planning for teaching: lesson structures, teaching strategies, questioning strategies & lesson plans in Health, Physical and Outdoor Education Planning, organisation and implementation of a camp experience Planning of sporting carnivals and monitoring of student development Children’s healthy activity as a stimulus for learning personal difference – including gender – and learning in Health, Physical and Outdoor Education Children’s well-being and resilience as a responsibility for the teacher and the school Community, cultural and economic diversity and participation in physical and outdoor activity; including the place of physical activity in Indigenous communities and enhancing the learning of Indigenous students The Health Promotion Framework as a community approach to health and well-being incorporating schools Designing curriculum units which cater for the diversity of young people’s interests and capabilities Setting up the learning environment for active learning through individual, small group and whole group activities Resourcing the Health, Physical and Outdoor Education programs including support on the Internet for classroom Health, Physical and Outdoor Education programs; Assessing children’s inquiry and understanding in the Health, Physical and Outdoor Education

Recommended Reading


HEB2251 IMAGINATION, CREATIVITY AND DESIGN

Campus All Campuses on which the Bachelor of Education is taught: currently Footscray Park, Melton and Sunbury. Prerequisite(s) HEB 1110 Inquiry for Understanding or equivalent as Co- or Prerequisite. Preservice teachers without a recent background in learning in the arts may be required to take HEB1300 Visual Arts and Performance (or equivalent) as co- or prerequisite. Content The unit of study will introduce preservice teachers to the curriculum and pedagogy required for effective teaching of the Arts, Technology and History with a focus on students in the Early Years and Middle Years of Schooling. Through their participation in Project Partnerships and the formal inquiry in the related Praxis Inquiry subject (normally either HEB2110 or HEB4110), preservice teachers will apply their developing Arts and Technology understanding and practices to the enhancement of students’ creativity and imagination within an overall historical framework. Topics will include: Planning for teaching: lesson structures, teaching strategies, questioning strategies & lesson plans Children’s imagination and creativity How children’s awareness of history, can be stimulated by examining developments in art, music and performance and technology Indigenous ways of artistic expression; how to engage Indigenous Australian students in learning through the arts Designing curriculum units which integrate a number of curriculum areas: the arts, technology, history, and English; for example through an application of the practice of ‘multiliteracies’ Setting up the classroom for successful learning through individual, small group and whole class activities Resourcing the arts and technology class programs Assessing children’s inquiry and understanding in the arts, technology and history Using information technology to stimulate young people’s imagination and creativity; for example through the use of simple computer mediated art software such as Kidpix, Dabbler and in commercially available software with art/drawing/painting components. The Bachelor of Education does not have formal credit transfer arrangements for specific units of study. Course advisors and enrolment staff will negotiate credit on the basis of previous study, taking into account preservice teachers’ career intentions.

HEB2252 SCIENCE, ENVIRONMENT AND SOCIETY

Campus All Campuses on which the Bachelor of Education is taught: currently Footscray Park, Melton and Sunbury.

Prerequisite(s) HEB 1111 Inquiry for Understanding or equivalent as Co- or Prequisite. Preservice teachers without a recent background in science learning may be required to take HEB1500 Social and Scientific Inquiry (or equivalent) as co- or prerequisite.

Content The unit of study will introduce preservice teachers to the curriculum and pedagogy required for effective teaching of science, environmental studies and geography with a focus on students in the Early Years and Middle Years of Schooling. Through their participation in Project Partnerships preservice teachers will apply their developing understanding and practices of students’ learning in trialing inquiry-based curriculum. Topics will include: Planning for teaching: lesson structures, teaching strategies, questioning strategies & 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. How young people’s geographical appreciation can be enhanced through inquiry into the natural world.

Issues in Indigenous ways of knowing the natural world; how to engage Indigenous Australian students in learning about science and the environment. Designing curriculum units which integrate a number of curriculum areas: science, environmental science, geography, mathematics and English; the Thinking Oriented Curriculum Setting up the classroom for successful learning through individual, small group and whole class activities.

Resourceing the science, environmental and geography class program. Assessing children’s inquiry and understanding in science, environmental studies and geography. Using information technology to support and report inquiry: thinking skills software, spreadsheets, databases and the Internet.


Class Contact 36 hours in lectures and workshops

Assessment (pass grade required for each task)

Common Assessment Task (50%)[CGA 1P, 1I, 1O, 1W, 1A1, 1C1, 1D1]

This task is connected to the Common Assessment Task for the Praxis Inquiry unit of study being undertaken in the same semester. Professional Exposition: Teaching and Learners

This task involves construction and presentation of a portfolio documenting practice in Project Partnerships with accompanying reflective annotations and commentary. The exposition/portfolio will require preservice teachers to demonstrate understanding of their experiences teaching in their Project Partnership setting with a particular emphasis on literacy and mathematics teaching and learning. (2000 words equivalent)

Curriculum Report (30%)[CGA: P1, I1, W1, O1, D1]


Inquiry into an issue related the enhancement of creativity and imagination using The Arts, Technology and related humanities studies (eg history) education (20%) [CGA: P1, A1, C1, O1, D1]

Workshop presentation (1000 words).


HEB3020 CURRICULUM THEORY
Campus Footscray Park, Melton
Prerequisite(s) HEB2010 Mathematics and Numeracy Education or HEB2020 Arts and Literacy Education or equivalent.
Content This subject 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 subject 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.
Subject Hours Two hours per week, or equivalent, of lectures and workshops for one semester.
Assessment Essay [50%]; class paper [40%].

HEB3040 INCLUSIVE EDUCATION
Campus Footscray Park, Melton
Prerequisite(s) HEB3020 Curriculum Theory or equivalent.
Content This subject will explore curriculum approaches which 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 school policy options 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.
Subject Hours Two hours per week of lectures and workshops, or equivalent, for one semester.
Assessment Essay [60%]; class paper [40%].
HEB3110 RESPONDING TO STUDENT DIVERSITY

Campus Footscray Park, Melton and Sunbury.

Prerequisite(s) HEB2110 Teachers Knowing Students as co- or prerequisite.

Content 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 of study preservice teachers will articulate and reflect on important questions regarding the impact of teachers' work on students' experience of schooling. The initiating question for the year will be: How do teachers and schools achieve engaged and authentic learning for all students? Extend their documentation of practice by incorporating artefacts such as formal and informal interviews with students’, a reflective log of a collaborative curriculum planning, an ecological map of a school, school level or program planning including those documenting student learning, pathways and formal school documents such as policy documents, reports and school charters. Investigate personal, school-based, theoretical and socio-cultural explanations of their documented experiences with a focus of the inclusion in learning of the diversity of students encountered in schools. The learning of Indigenous students will be a particular focus. 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. Develop strategies which encourage students to learn co-operatively with their peers in classrooms characterised personal and cultural diversity.


Subject Hours Common Assessment Task (CGA: P2, I2, O2, W2, C2, D2) (50%)

Assessment This task is connected to the Common Assessment Task for the Curriculum, Pedagogy and Assessment unit of study being undertaken in the same semester. Professional exposition: Responding to diversity. The third year portfolio will require preservice teachers to demonstrate an understanding of their experiences teaching in their Project Partnership setting, with the emphasis on reporting their understanding of student and cultural diversity and their attempts to respond to it in curriculum planning and teaching practice within a curriculum project and in two relevant curriculum areas. (2000 words equivalent). Principles for inclusive practice (CGA: P2, I2, W2, D2) (30%). An inquiry into the range of strategies and outcomes, for individuals and groups, trialled during Project Partnership (1000 words equivalent). Review of Inquiry (CGA: P2, I2, O2, A2) (20%). Mid-semester presentation of observations about experience using different teaching strategies. (1000 words equivalent). Project Partnership Report (CGA: A2, C2, D2) (Ungraded). Satisfactory progress reported by Project Partnership mentor teacher.

HEB3150 ENGAGEMENT AND PATHWAYS

Campus Footscray Park, Melton and Sunbury

Prerequisite(s) One of HEB2250 Healthy Activity, Community and Wellbeing, HEB2251 Imagination, Creativity and Design or HEB2252 Science, Environment and Society as co- or prerequisite.

Content The unit of study will be organised as plenary/special interest groups with all preservice teachers participating in a common program on curriculum and pedagogy appropriate for the Middle Years and Post-compulsory Years. Preservice teachers will also attend special interest workshops which will relate the concepts and practices in the common program to the particular learning areas (normally two) for which they are preparing to teach in secondary settings. Topics will include: Common Program - Engaging young people in learning: practice and theory, Inclusive curriculum in the Middle Years of Schooling: the practices of authentic pedagogy and assessment, Inclusive curriculum in the Post- Compulsory Years of Schooling: Pathways, Applied Learning and Career Planning; current pathways in secondary education, Working with young people to support their learning: student groupings, co-operative learning, negotiated learning, Questioning strategies to support learning. Special Interest Workshops -
For each curriculum field in the secondary school: Curriculum features and demands of each learning field, Current education policies, curriculum documents and related support materials. Examples of current successful curriculum practice in secondary schools. Planning and implementing the teaching program in the specific learning areas in the Middle Years. Planning for teaching in the specific learning areas in the Post-compulsory Years settings (e.g. in VCE and VCAL). Setting up the classroom for successful learning, including safety provisions where appropriate. Formative and summative assessment strategies. How teachers can support students’ career pathways planning in particular discipline fields and learning areas. Selection/preparation of appropriate learning support materials, including ICT and online resources.

**Required Reading**

**Recommended Reading**

**Subject Hours**
36 hours in lectures and workshops

**Assessment**
Students will demonstrate a range of skills that relate to self and group maintenance in the outdoors.

Practical skills and field work 50% (CGA: P1, II, O1, O2, A1, C1, C2, D1). Two written assignments/presentations (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 relates to an aspect of their studies. The findings of their research are presented to their peers. [Total 3000 words]. (CGA: P1, II, O1, W1, C1).

**HEB3210 COLLABORATING FOR ACCESS AND SUCCESS**

**Campus**
Footscray Park, Melton and Sunbury

**Prerequisite(s)**
- HEB2110 Teachers Knowing Students As Co- Or

**Content**
This unit of study will connect with and complement Project Partnerships and the Curriculum, Pedagogy and Assessment study being undertaken in the same semester.

Preservice teachers will: Articulate and reflect on important questions about the impact of teachers’ work on students’ experience of 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? Document 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, Encourage students to work collaboratively in teams, exemplifying a community of learning, reflection and inquiry, Explore the range of explanations and practices of effective collaboration, including to the structures and cultures of 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 interprofessional collaboration supports their professional development, 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.

**Required Reading**

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For each curriculum field in the secondary school: Curriculum features and demands of each learning field, Current education policies, curriculum documents and related support materials. Examples of current successful curriculum practice in secondary schools. Planning and implementing the teaching program in the specific learning areas in the Middle Years. Planning for teaching in the specific learning areas in the Post-compulsory Years settings (e.g. in VCE and VCAL). Setting up the classroom for successful learning, including safety provisions where appropriate. Formative and summative assessment strategies. How teachers can support students’ career pathways planning in particular discipline fields and learning areas. Selection/preparation of appropriate learning support materials, including ICT and online resources.

**Required Reading**

**Recommended Reading**

**Subject Hours**
36 hours in lectures and workshops

**Assessment**
Students will demonstrate a range of skills that relate to self and group maintenance in the outdoors.

Practical skills and field work 50% (CGA: P1, II, O1, O2, A1, C1, C2, D1). Two written assignments/presentations (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 relates to an aspect of their studies. The findings of their research are presented to their peers. [Total 3000 words]. (CGA: P1, II, O1, W1, C1).
Assessment
Common Assessment Task (CGA: P2, I2, O2, W2, A2, C2, D2) (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. Professional exposition: Responding to diversity In this task preservice teachers will use their portfolio to demonstrate understanding of their experiences teaching in their Project Partnership setting, with an emphasis on reporting how their collaboration in a professional team in curriculum planning and teaching practice has supported student learning within a curriculum project and in two relevant curriculum areas (2000 words equivalent). Principles for inclusive practice (CGA: P2, I2, W2, D2) (30%) An inquiry into the range of strategies and outcomes, for individuals and groups, trialled during Project Partnership (1000 words equivalent). Review of Inquiry (CGA: P2, I2, O2, A2) (20%). Mid-semester presentation of observations about the trialling of teaching strategies. (1000 words equivalent). Project Partnership Report (CGA: A2, C2, D2) (Ungraded.) Satisfactory progress reported by Project Partnership mentor teacher.

Required Reading

Recommended Reading

Websites
Partnerships, Victoria University http://accel.vu.edu.au/partnerships/
Middle Years Thinking Curriculum http://www.sofweb.vic.edu.au/mys/Thinking/index.htm
Victorian Curriculum and Assessment Authority http://www.vcaa.vic.edu.au
Department of Education and Training (DET) website. www.sofweb.vic.edu.au
School Innovation in Science website http://www.scienceandschools.org
DET Middle Years Website will be a valuable resource: http://www.sofweb.vic.edu.au/mys/index.htm

Subject Hours 36 hours in lectures and workshops
Assessment Task 1: Semester 1 Common Assessment Task (50%) (CGA: P2, I2, O2, W2, A2, C2, D2). This task is connected to the Common Assessment Task for the Praxis Inquiry unit of study being undertaken in the same semester. Professional exposition: Responding to diversity In this task preservice teachers will use their portfolio to demonstrate understanding of their experiences teaching in their Project Partnership setting, with the emphasis on reporting how their collaboration in a professional team in curriculum planning and teaching practice has supported student learning (2000 words equivalent). Task 2: Curriculum Project-Specific

HEB3250 PEDAGOGY FOR INCLUSION
Campus Footscray Park, Melton and Sunbury
Prerequisite(s) One of HEB2250 Healthy Activity, Community and Wellbeing, HEB2251 Imagination, Creativity and Design or HEB2252 Science, Environment and Society as co- or prerequisite.
Content The unit of study will be organised as plenary/special interest groups with all preservice teachers participating in a common program on the challenge of and pedagogy for the inclusion of students in learning. They will also attend special interest workshops which will relate the concepts and practices in the common program to the particular learning areas (normally two) for which they are preparing to teach in secondary settings. Topics will include:
Common Program – Curriculum and pedagogy which respond constructively and inclusively to social division, poverty and education, education for a multicultural and anti-racist society, gender inclusive education. Pedagogy appropriate for teaching Indigenous Australians Inclusive approaches to teaching and learning for students with special abilities and needs including the development and application of the individual learning management plan. Establishing relationships: teachers and students; and students, parents and teachers, including reporting to parents. The specific strategies schools and teachers can use to maintain safe and secure learning environments and support learning-focused relationships with and among students: the pastoral care program as a curriculum feature. Key issues in government policies relating to diversity, equality and disability. Interprofessional collaboration between teachers, social welfare and integration colleagues. Special Interest Workshops - Within the framework of the common program, for each curriculum field in the secondary school: Curriculum features and demands of each learning field. Current education policies, curriculum documents and related support materials. Examples of current successful curriculum practice in secondary schools. Planning and implementing the teaching program in the specific learning areas, Setting up the classroom for successful learning including safety issues where appropriate. Formative and summative assessment strategies. How teachers can support students’ career pathways planning in particular discipline fields and learning areas. Selection/preparation of appropriate learning support materials, including ICT and online resources.
Learning Area 1 (25%) [CGA: P2, I2, O2, W2, A2, C2, D2].

Curriculum Project in which preservice teachers will report the development of curriculum understanding and practice in a specific learning area, prompted by experiences in secondary Project Partnership settings. Task 3: Curriculum Project-Specific Learning Area 2 (25%) [CGA: P2, I2, O2, W2, A2, C2, D2]. Curriculum Project in which preservice teachers will report the development of curriculum understanding and practice in a specific learning area, prompted by experiences in secondary Project Partnership settings.

**HEB4110 CHANGE AND SOCIAL**

**Campus** Footscray Park, Melton and Sunbury

**Prerequisite(s)** HEB3110 Responding to Student Diversity as core prerequisite.

**Content** 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 order to demonstrate that they are able to act individually and collaboratively as reflective practitioners preservice 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 activist reflective practitioner? 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 justice 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 students group in extended practice.


**HEB4010 PHYSICAL EDUCATION, HEALTH AND COMMUNITY**

**Campus** Footscray Park, Melton

**Prerequisite(s)** HEB1010 Language, Technology and Education or equivalent.

**Content** 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 be: the need to enhance the health status and physical and outdoor activity levels of young people; educational issues which take into account socio-cultural 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.


**Subject Hours** Four hours per week, or equivalent, in lectures and workshops and fifteen days in partnerships for one semester.

**Assessment** Two written assignments in the form of an essay, journal or folio (50% each); report of satisfactory participation in partnership activities.

**HEB4060 SYSTEMS AND ISSUES**

**Campus** Footscray Park, Melton

**Prerequisite(s)** HEB4040 Education Studies or equivalent.

**Content** Through a presentation of current education policy, the subject will introduce students to a critical understanding of teachers’ professional responsibilities. Questions to be covered will include: relationships between teachers and employers, and with school principals and school councils; the role of the professional associations and the teacher unions; school-community relationships; employment and promotion in schools in education systems; the role of the Standards Council of the Teaching Profession and the application of the Dimensions of Teaching; teacher professional development and equity-based school change. The development of the teacher’s Professional Portfolio will be outlined.


**Subject Hours** 20 hours in lectures and workshops for one semester.

**Assessment** Drafts of professional portfolio elements (100%).
Victorian Essential Learning Standards:  
Department of Education and Training (DET) website:  
www.sofweb.vic.edu.au
DET Curriculum Resources:  
Curriculum@Work: www.sofweb.vic.edu.au/catw
Middle Years Website:  
Knowledge Bank website:  

**Subject Hours**  
Project Partnerships: 17 days [5 days supervised teaching practice]. University participation: 36 hours comprising 24 hours in university lectures and workshops, 12 hours in online discussion.

**Assessment**  
Common Assessment Task (CGA: P3, I3, O3, W3, A3, C3, D3) [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. Professional exposition: Acting professionally. In this task preservice teachers document their practice in Project Partnerships with accompanying reflective annotations and commentary. They demonstrate understanding of their experiences teaching in their Project Partnership setting, with the emphasis on reporting how they have worked with their mentor teachers to know the students in the classroom and school and teach to achieve curriculum priorities [2000 words equivalent]. Review of Readiness to Teach (CGA: P3, I3, W3, D3) [25%]. Mid-semester review of readiness to undertake extended teaching practice in Year 4 using the Victorian Institute of Teaching Standards for Full Registration as framework for analysis [1000 words equivalent]. Professional Development Action Plan (CGA: P3, I3, O3, A3) [25%]. Preservice teachers will apply the findings of the review of readiness to teach to plan a personal professional development program in preparation for extended teaching in Semester 2 [1000 words equivalent]. Project Partnership Report (CGA: A3, C3, D3) [Ungraded]. Satisfactory progress reported by Project Partnership mentor teacher.

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HEB4150 CURRICULUM AND INNOVATION

**Campus**  
Footscray Park, Melton and Sunbury

**Prerequisite(s)**  
HEB3150 Engagement and Pathways as co- or prerequisite.

**Content**  
The focus of the unit of study is the formation of the school curriculum as the negotiated outcome of personal, cultural and social/socio-economic interests. Preservice teachers will apply their developing understanding of those interests 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 will be exemplified by an inquiry into Indigenous Australia with Civics and Citizenship Education. In addition the unit of study will expect preservice teachers to 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. Literacy and Mathematics Education in the Early Years and the Middle Years. Civics and Citizenship Education in the curriculum: principles, resources and exemplars. 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 available to support student learning in specific curriculum areas, including the trialing and evaluation of the resources with mentors and school students.

**Required Reading**  

**Recommended Reading**  

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HEB4160 SCHOOL EXPERIENCE 7 (FULL-TIME)

Campus Footscray Park, Melton, Echuca
Prerequisite(s) Nil
Content The subject aims to: recognise that the focus of curriculum change is relationship between teacher and children in the classroom; promote formal and systematic reflection by teachers on their classroom practice; link the theoretical and practical orientations of the Department of Education and its courses with curriculum planning and action by teachers in schools in the western region; provide teachers with the opportunity to base significant curriculum research on the planning, teaching and evaluation of their classroom work; ensure that the theoretical understanding gained from the course is supported by evidence based on the implementation of curriculum in the classroom in the Action Research project area; provide opportunities for teachers in western region schools to work with staff from the Department of Education on curriculum research projects.
Required Reading To be advised by lecturer.
Subject Hours Full-time program. Twenty days per semester (or equivalent) in the integrated interdisciplinary Action Research project. Part-time program Ten days per semester (or equivalent) in the integrated interdisciplinary Action Research project.
Assessment Attendance and participation (50%); journal (50%). All components of assessment must be completed satisfactorily to pass the subject.

HEB4170 ACTION RESEARCH IN EDUCATION 1 (FULL-TIME)

Campus Footscray Park, Melton, Echuca
Prerequisite(s) Nil
Content The subject aims to: recognise that the focus of curriculum change is the relationship between teacher and children in the classroom; promote formal and systematic reflection by teachers on their classroom practice; link the theoretical and practical orientations of the Department of Education and its courses with curriculum planning and action by teachers in schools in the western region; provide teachers with the opportunity to base significant curriculum research on the planning, teaching and evaluation of their classroom work; ensure that the theoretical understanding gained from the course is supported by evidence based on the implementation of curriculum in the classroom in the Action Research project area; provide opportunities for teachers in western region schools to work with staff from the Department of Education on curriculum research projects.
Required Reading To be advised by lecturer.
Subject Hours Full-time program. Twenty days per semester (or equivalent) in the integrated interdisciplinary Action Research project. Part-time program Ten days per semester (or equivalent) in the integrated interdisciplinary Action Research project.
Assessment Attendance and participation (50%); journal (50%). All components of assessment must be completed satisfactorily to pass the subject.

HEB4174 ACTION RESEARCH 1

Campus Footscray Park, Sunbury
Prerequisite(s) Nil
Content The subject 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 subject 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 subject will encourage students to work together in co-operative groups.
Subject Hours Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop. Students will be expected to be participating in regular professional practice.
Assessment One 3000-word Research Plan (50%); maintenance of journal (25%); workshop presentation of research plan (25%).

HEB4180 CURRICULUM POLICY AND PRACTICE 1 (FULL-TIME)

Campus Footscray Park, Melton, Echuca
Prerequisite(s) Nil
Content The subject aims to: recognise that the focus of curriculum change is the relationship between teacher and children in the classroom; promote formal and systematic reflection by teachers on their classroom practice; link the theoretical and practical orientations of the Department of Education and its courses with curriculum planning and action by teachers in schools in the western region; provide teachers with the opportunity to base significant curriculum research on the planning, teaching and evaluation of their classroom work; ensure that the theoretical understanding gained from the course is supported by evidence based on the implementation of curriculum in the classroom in the Action Research project area; provide opportunities for teachers in western region schools to work with staff from the Department of Education on curriculum research projects.
Required Reading To be advised by lecturer.
Subject Hours Full-time program. Twenty days per semester (or equivalent) in the integrated interdisciplinary Action Research project. Part-time program Ten days per semester (or equivalent) in the integrated interdisciplinary Action Research project.
Assessment Attendance and participation (50%); journal (50%). All components of assessment must be completed satisfactorily to pass the subject.

HEB4181 YOUTH POLICY AND PRACTICE 1

Campus Footscray Park, Sunbury
Prerequisite(s) Nil
Content The subject 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 question 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.
Subject Hours 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 of policy and procedural documents related to the student’s professional practice, 2000 words (50%); preparation and presentation of 1000 word tutorial paper (50%).
HEB4100 CURRICULUM IN THE PRIMARY SCHOOL 1 (FULL-TIME)

**Campus** Footscray Park, Melton, Echuca
**Prerequisite(s)** Nil
**Content** The subject aims to: provide practising teachers with an understanding about the organisation and development of school curriculum; promote understanding of the process of curriculum change in schools; provide opportunities for teachers to explore a particular curriculum area in depth through a critical review of the relevant literature and by participation in classroom-based curriculum research; deepen teachers' understanding of the relationship between teaching approaches and the learning styles of children, leading to an enhancement of metacognitive understanding about teaching and learning; promote and publish approaches to curriculum development which reflect the interests of students, teachers and schools in the western region of Melbourne.


**Subject Hours** Full-time program. Twenty hours per week in the integrated interdisciplinary Action Research project. Part-time program Ten hours per week in the integrated interdisciplinary Action Research project.

**Assessment** Research report (40%); journal (30%); attendance and participation (30%). All components of assessment must be completed satisfactorily to pass the subject.

HEB4210 PRACTICE IN PARTNERSHIP

**Campus** Footscray Park, Melton and Sunbury
**Prerequisite(s)** HEB4110 Change and Social Justice
**Content** In this unit of study preservice teachers will: Undertake an extended and continuous period of teaching in a primary school; 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(s), the school partnership co-ordinator and the assigned university colleague), meet regularly with mentors to monitor the developing competence and confidence of the preservice teacher.


**Websites**
- Project Partnerships, Victoria University http://education.vu.edu.au/partnerships/
- Middle Years Thinking Curriculum http://www.sofweb.vic.edu.au/mys/Thinking/index.htm
- Victorian Curriculum and Assessment Authority http://www.vcaa.vic.edu.au
- Department of Education and Training (DET) website. www.sofweb.vic.edu.au
- School Innovation in Science website http://www.scienceindschools.org (DET Middle Years Website will be a valuable resource: http://www.sofweb.vic.edu.au/mys/index.htm

**Subject Hours** 30 days of supervised teaching practice and at least 1 day of additional agreed/negotiated partnership support. Regular meetings between preservice teacher, mentor teacher and, when possible, university colleague will be essential support for the preservice teacher.

**Assessment** To pass the unit of study the graduating preservice 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 preservice teacher has been judged as ‘Satisfactory’ in Readiness to Teach. Professional Portfolio (CGA: F3, I3, O3, W3, A3, C3, D3) (100%). NB: Victoria University Capstone Assessment Task. The graduating teacher will be required to present a formal Professional Portfolio which demonstrates readiness to join the teaching profession and documents the professional contributions the graduating teacher has made to the school and school colleagues. Attainment of Readiness to Teach (CGA: O3, A3, C3, D3) (Ungraded. Mentor teacher [s], in negotiation with school partnership co-ordinator and university colleague, assess the practice of the preservice teacher. The preservice teacher should participate in these negotiations.

HEB4211 JOINING THE PROFESSION

**Campus** All Campuses on which the Bachelor of Education is taught: currently Footscray Park, Melton and Sunbury.

**Prerequisite(s)** HEB4110 Change and Social Justice

**Content** The unit of study is the culmination of the Bachelor of Education for Year 4 graduating teachers. It will be workshop-based and enable the Year 4 preservice teachers to work with colleagues, principals, other school leaders and teachers in completing graduation requirements. Topics will 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: writing convincing applications for teaching positions; preparing for selection interviews; applying for registration.

**Required Reading** Victorian Curriculum and Assessment Authority. Current curriculum policies and documents. In 2005, the...


Websites
Partnerships, Victoria University http://accel.vu.edu.au/partnerships/
Middle Years Thinking Curriculum http://www.sofweb.vic.edu.au/mys/Thinking/index.htm
Victoriaan Curriculum and Assessment Authority http://www.vcaa.vic.edu.au
Department of Education and Training (DET) website. www.sofweb.vic.edu.au
School Innovation in Science website http://www.scienceinschools.org |
DET Middle Years Website will be a valuable resource: http://www.sofweb.vic.edu.au/mys/index.htm

Class Contact 24 hours in lectures and workshops;
Assessment Professional Portfolio (100%) (CGA: P3, I3, O3, W3, A3, C3, D3)
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 s mandatory reporting the role of professional associations and the teacher unions; school-community relationships employment and promotion in schools in 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 of practice and the attainment of professional standards and the starting point for developing a personal professional development strategy. Preservice teachers will answer these questions 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.


Websites
Partnerships, Victoria University http://accel.vu.edu.au/partnerships/
Middle Years Thinking Curriculum http://www.sofweb.vic.edu.au/mys/Thinking/index.htm
Victoriaan Curriculum and Assessment Authority http://www.vcaa.vic.edu.au
Department of Education and Training (DET) website. www.sofweb.vic.edu.au
School Innovation in Science website http://www.scienceinschools.org |
DET Middle Years Website will be a valuable resource: http://www.sofweb.vic.edu.au/mys/index.htm

Class Contact 24 hours in lectures and workshops;
Assessment Professional Portfolio (100%) (CGA: P3, I3, O3, W3, A3, C3, D3)
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. (4000 words equivalent).

HEB4250 PROFESSIONAL ORIENTATION

Campus All Campuses on which the Bachelor of Education is taught: currently Footscray Park, Melton and Sunbury.
Prerequisite(s) HEB4150 Curriculum and Innovation

Content The unit of study will give preservice teachers a critical overview of teachers’ professional responsibilities as staff in schools and in school systems. The emphasis in the unit will be to ensure that the graduating preservice teachers are aware of the organisational and legal conditions of teachers’ work in forming relationships with and teaching students, planning and managing curriculum and pedagogy and in working with colleagues including the school leadership team. Questions to be covered will 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

HEB4260 SCHOOL EXPERIENCE 8 (PART-TIME)

Campus Footscray Park, Melton, Echuca
Prerequisite(s) Nil

Content The subject aims to: recognise that the focus of curriculum change is the relationship between teacher and children in the classroom; promote formal and systematic reflection by teachers on their classroom practice; link the theoretical and practical orientations of the Department of Education and its courses with curriculum planning and action by teachers in schools in the western region; provide teachers with the opportunity to base significant curriculum research on the planning, teaching and evaluation of their classroom work; ensure that the theoretical understanding gained from the course is supported by evidence based on the
Required Reading To be advised by lecturer.

Subject Hours Full-time program. Twenty hours per week in the integrated interdisciplinary Action Research project. Part-time program Ten hours per week in the integrated interdisciplinary Action Research project.

Assessment Attendance and participation (50%); journal (50%). All components of assessment must be completed satisfactorily to pass the subject

HEB4270 ACTION RESEARCH IN EDUCATION 2 (PART-TIME)

Campus Footscray Park, Melton, Echuca
Prerequisite(s) Nil

Content Teachers enrolling in the course will participate in Action Research teams of about 15 students, although the number of students may vary in each term. 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 subject are to: provide practising teachers with the opportunity to prepare, implement and evaluate a plan for research in a particular curriculum area; introduce students to the discourse, literature and method of the collaborative action research process; develop students’ competence in the formal recording of the progress of research in a particular curriculum area; develop students’ skills in critical reflection on 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.


Subject Hours Full-time program. Twenty hours per week in the integrated interdisciplinary Action Research project. Part-time program Ten hours per week in the integrated interdisciplinary Action Research project.

Assessment Research plan (40%); journal (30%); graduation seminar (30%). All components of assessment must be completed satisfactorily to pass the subject

HEB4274 ACTION RESEARCH 2

Campus Footscray Park, Sunbury
Prerequisite(s) HEB4174 Action Research 1; or equivalent.

Content Students will implement and report on an action research project located in a youth, education or community setting in which they are located. The subject will expect students 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. Skills to be developed include: 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 the findings of an action research project. The subject will encourage students to work together in co-operative groups.


HEB4280 CURRICULUM POLICY AND PRACTICE 2 (PART-TIME)

Campus Footscray Park, Melton, Echuca
Prerequisite(s) Nil

Content The aims of the subject are for students to: investigate how changes in national cultural values and community interests affect Government policy, school curriculum and ultimately, teaching and learning; explore the way in which Government policies in education, cultural development and training are translated into school curriculum; identify and understand the work of the various participants in school curriculum development; develop an appreciation of the way in which teachers implement school curriculum by integrating their own understanding and preferred teaching styles with educational innovations and Government policy changes; develop sensitivity to the responses made by children to changes in school curriculum and organisation; develop teachers’ competence in articulating coherent social and cultural understanding in their preparation and evaluation of curriculum programs and submissions for funding.


Subject Hours Full-time program. Twenty hours per week in the integrated interdisciplinary Action Research project. Part-time program Ten hours per week in the integrated interdisciplinary Action Research project.

Assessment Literature (40%); journal (30%); attendance and participation (30%). All components of assessment must be completed satisfactorily to pass the subject

HEB4282 YOUTH POLICY AND PRACTICE 2

Campus Footscray Park, Sunbury
Prerequisite(s) HEB4181 Youth Policy and Practice 1; or equivalent.

Content 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.

Subject Hours: 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: Preparation of a program document (submission, evaluation, report) related to each student's professional workplace, 2000 words (50%); preparation and presentation of tutorial paper (50%).

HEB4283 PROFESSIONAL PRACTICE

Campus: St Albans

Prerequisite(s): HEB0061 Action Research

Corequisite(s): HEB2484 Reflective Practice Seminar

Content: This subject 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.


Subject Hours: 2 hours per week for semester 2.

Assessment: This subject will assist students in developing their Portfolio including a Professional Practice statement, (1000 words), Current resume, a Professional Practice journal that will act as a record of the Placement and a reflective activity of skills and knowledge gained.

HEB4290 CURRICULUM IN THE PRIMARY SCHOOL 2 (PART-TIME)

Campus: Footscray Park, Melton, Echuca

Prerequisite(s): Nil

Content: The subject aims to: provide practising teachers with an understanding about the organisation and development of school curriculum; promote understanding of the process of curriculum change in schools; provide opportunities for teachers to explore a particular curriculum area in depth through a critical review of the relevant literature and by participation in classroom-based curriculum research; deepen teachers’ understanding of the relationship between teaching approaches and the learning styles of children, leading to an enhancement of metacognitive understanding about teaching and learning; promote and publish approaches to curriculum development which reflect the interests of students, teachers and schools in the western region of Melbourne.


Subject Hours: Full-time program. Twenty hours per week in the integrated interdisciplinary Action Research project.

Assessment: Research report (40%); journal (30%); attendance and participation (30%). All components of assessment must be completed satisfactorily to pass the subject.
HEE4630 STUDIES OF SOCIETY AND THE ENVIRONMENT (SOSE)

METHOD
Campus Footscray Park
Prerequisite(s) According to guidelines set down in the VIT Specialist Area Guidelines document.
Content SOSE method shares the same objectives as the overall Graduate Diploma in Secondary Education course and is designed to provide graduates with the skills to enable them to participate as competent and reflective members of the Teaching Profession. The course provides worthwhile experiences combining both the theory and practice of social education. The SOSE method will equip students with a number of skills and techniques which will enable them to devise and deliver worthwhile and authentic educational experiences for their own students in schools. The specific History and Social Science skills highlighted in the method subject include the ability to: Analyze and group evidence; Record findings; Make tentative conclusions or hypotheses; Locate additional sources of evidence; Understand and at times challenge existing viewpoints; Develop empathy for other people, times and places; Justify conclusions using evidence and logical arguments; Present your conclusions in a variety of formats including textual, graphic, and incorporating the latest in multimedia/ICT. 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, software, text and other 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 learning outcomes, approaches and resources specified in the subject, especially as outlined through the CSFII and VCE, and other common resources in the subject area.

Required Reading To be advised by lecturer.
Class Contact Three hours per week for two semesters comprising seminars and workshops.
Assessment By assignments, presentations and projects.

HEE1180 LEARNING AND COMMUNICATION

Campus Echuca
Prerequisite(s) Nil
Content This subject will focus on developing relationships between educators and learners, teaching and learning, so that the personal, social and cultural aspects of learning in educational and other community settings will be encountered. Through negotiated teaching and learning partnerships, this subject will investigate the nature of policy, program and curriculum planning, the relationships between teachers, mentors, leaders, coaches and learners. It will explore inclusive practices for learning and personal development of young people. Special focus will be on developing skills and understandings of teaching and learning in mathematics curriculum.

Subject Hours Twenty-six hours of workshops plus fifteen days Community Partnership for one semester.
Assessment Reports of experience and learning (100%); report of satisfactory participation in partnership activities.

HEE1181 LANGUAGE DEVELOPMENT

Campus Echuca
Prerequisite(s) HEE1180 Learning and Communication or equivalent.
Content This subject inquires about students’ developing awareness of their own learning, other learning styles and the learning environment. Special focus will be on teaching and learning in language curriculum. A range of activities which will increase awareness of a variety of learning styles and environments, such as field trips, visual experiences, partnerships with community groups.

Subject Hours Twenty-six hours of workshops plus ten days Community Partnership for one semester.
Assessment Two reports in the forms of an essay, journal or folio of experience and learning (50% each); report of satisfactory participation in partnership activities.

HEE2180 MATHEMATICS LEARNING

Campus Echuca
Prerequisite(s) HEE1180 Learning and Communication or equivalent.
Content This subject focuses on developing relationships between educators and learners, teaching and learning, so that the personal, social and cultural aspects of learning in educational and other community settings will be encountered. Through negotiated teaching and learning partnerships, this subject will investigate the nature of policy, program and curriculum planning, the relationships between teachers, mentors, leaders, coaches and learners. It will explore inclusive practices for learning and personal development of young people. Special focus will be on developing skills and understandings of teaching and learning in mathematics curriculum.

Subject Hours Twenty-six hours of workshops plus fifteen days Community Partnership for one semester.
Assessment Reports of experience and learning (100%); report of satisfactory participation in partnership activities.

HEE1190 YOUTH AND COMMUNITY STUDIES 1

Campus Echuca
Prerequisite(s) Nil
Content This subject will explore definitions and conceptions of 'youth' and provide the opportunity to explore the key elements of youth work practice. The unit will explore the role and responsibilities of workers with young people. Also equip students with knowledge of the relationship between theory and practice and professional ethics that underpin good practice.

Required Reading To be negotiated.


Subject Hours Fifty-two hours for one semester comprising workshops.

Assessment Reports of reading, activities and projects (100%).

HEE1191 COMMUNITY DEVELOPMENT AND YOUNG PEOPLE

Campus Echuca

Prerequisite(s) Nil

Corequisite(s) HEE1190 Youth and Community Studies 1; or equivalent.

Content This subject will provide the learner with an overview of the key principles and elements of Community Development as a model of practice for workers with young people within a community. The inequalities people experience in our society and the community development responses are analysed from a variety of perspectives. Issues are examined in order to recognise the relevance of class, gender, race, ethnicity, age, and sexual preference. This unit will equip the participant with the critical skills required to develop a range of programs for young people within a Community Development framework.

Required Reading To be advised by the lecturer.


Subject Hours Fifty-two hours for one semester comprising workshops.

Assessment Reports of reading, activities and projects (100%).

HEE2181 POLICY AND PRACTICE

Campus Echuca

Prerequisite(s) HEE1180 Learning and Communication or equivalent.

Content This subject will focus on reporting relationships between mentors, educators and learners, teaching and learning, so that the personal, social and cultural aspects of learning will be encountered. Through negotiated teaching and learning partnerships this subjects also investigates policy and program planning and the emerging relationships between teachers, mentors, leaders, coaches and learners. It will build skills in team programming, curriculum implementation and evaluation as learners participate in community education and enterprise partnership projects. Special focus will be on teaching and learning in the arts curriculum. Reports of projects and teaching will take account of the personal, social and cultural characteristics of young people such as socio-economic background, race, class, gender, geographic location and disability.


Subject Hours Twenty-six hours of workshops plus fifteen days Community Partnership for one semester.

Assessment Reports of experience and learning (100%). Report of satisfactory participation in partnership activities.

HEE2190 YOUTH AND COMMUNITY STUDIES 2

Campus Echuca, Footscray Park, Melton

Prerequisite(s) HEE1190 Youth and Community Studies 1, or equivalent.

Content This subject will provide an understanding of the historical construction of youth work and the major institutions and organisations that have played a fundamental role in the development of youth work practice and policy. It will provide a context to analyse the systems, policy and practice that are currently in place. It will examine the connections between the provision of services for young people and the development of policies to provide for the wide range of needs of young people.


Subject Hours Thirty-nine hours of workshops for one semester or equivalent.

Assessment Reports of reading (50%); activities and projects (50%); or equivalent.

HEE2191 CASE MANAGEMENT AND GROUP WORK

Campus Echuca

Prerequisite(s) HEE1190 Youth and Community Studies 1 or equivalent.

Content This subject will provide the learner with the essential skills for the role of youth work practitioners. Skills such as interviewing strategies, managing and establishing groups, understanding group dynamics, working with groups, organising and supporting group work with young people are fundamental in the application of youth work. These skills are required to work in a range of agency settings, counselling and interview skills, group facilitation and conflict resolution. The subject will also examine the roles, responsibilities and ethical considerations of workers in direct service delivery work.

Required Reading To be negotiated.


Subject Hours Thirty-nine hours for one semester comprising workshops.
Assessment Reports of reading, activities and projects (100%).

HEE2192 POLICY DEVELOPMENT

Campus Echuca
Prerequisite(s) HEE1190 Youth and Community Studies 1; HEE2190 Youth and Community Studies 2 or equivalent.
Content This subject will explore the context, development and implementation of social policy in Australia. It will examine current models of social policy. It will investigate many of the current debates surrounding the role of the welfare state and other areas of content ion, including the relationship between public and the private domain in policy development, universality and selectivity, and ethno specific models in contrast to mainstream models of social policy delivery.
Required Reading To be negotiated.
Subject Hours Thirty-nine hours for one semester comprising workshops.
Assessment Reports of reading, activities and projects (100%).

HEE2193 MANAGING AN AGENCY 1

Campus Echuca
Prerequisite(s) HEE1190 Youth and Community Studies 1; or equivalent.
Content This subject will provide the skills required to implement appropriate management techniques to establish a new service for young people. The subject will investigate the practice of community agencies and the skills required to work with and manage staff, including community volunteers, initiate community links and establish an agency within its community. All aspects of agency management will be introduced, including budgeting, financial management, resource development and allocation.
Required Reading To be negotiated.
Subject Hours Twenty-six hours for one semester comprising workshops.
Assessment Reports of reading, activities and projects (100%).

HEE2194 YOUTH AND COMMUNITY STUDIES 3

Campus Echuca
Prerequisite(s) HEE1190 Youth and Community Studies 1; HEE2190 Youth and Community Studies 2 or equivalent.
Content This subject will provide the learner with the ability to develop a framework to locate and analyse the experience of young people in a personal, social, and policy context. Key considerations include young people in the context of their family, culture, community and peer group. Issues of identity, gender, sexuality, mental health and substance abuse are considered in the worker’s role with young people.
Required Reading To be negotiated.
Subject Hours Thirty-nine hours for one semester comprising workshops.
Assessment Reports of reading, activities and projects (100%).
HEE3180 CURRICULUM KNOWLEDGE 1

Campus Echuca
Prerequisite(s) HEE1180 Learning and Communication or equivalent.
Content This subject provides an overview of the Key Learning Areas of the Curriculum and Standards Framework, including learning outcomes at all year levels. Extensive consideration of the subject knowledge required for the teaching of major concepts particularly in Science, SOSE, Arts and Technology and the incorporation of literacy and numeracy principles across the curriculum. Issues related to Australia’s Indigenous cultures and languages will be included, integrated with a major theme of learning from and about the local environment. Emphasis is also given to the middle years of schooling. Distinct subject knowledge is investigated with specific content negotiated for class discussion and study. Occasional seminars and site visits to draw upon resources and knowledge of the local community and environment will be conducted.
Required Reading Board of Studies Victoria, 1996, Curriculum and Standards Framework and Course Advice, Melbourne.
Subject Hours Twenty-six hours for one semester comprising workshops.
Assessment Compilation of curriculum classroom materials regarding one Key Learning Area, 50%; a written report discussing the nature and extent of subject knowledge required for quality teaching in that Key Learning Area, 50%.

HEE3181 PROGRAM DEVELOPMENT

Campus Echuca
Prerequisite(s) HEE1180 Learning and Communication or equivalent.
Content This subject will focus on developing a program or curriculum which is part of an inquiry based negotiated partnership or enterprise activity, such as conducting a youth camp, coaching a team, teaching a unit of work with young people in schools and community settings. Developing programs which draw on and respond to individual needs will be emphasised. Special focus will be on developing partnerships with strong connections to general studies areas and on inquiry, teaching and learning in social education and literacy curriculum. A strong relationship will be developed between the focus of program and curriculum planning, implementation and evaluation and the learners other major study. Developing programs which draw on and respond to individual needs will be a focus.
Subject Hours Twenty-six hours of workshops plus twenty days Community Partnership for one semester.

Assessment Program report and evaluation, 100%; report of satisfactory participation in partnership activities.

HEE3182 CURRICULUM KNOWLEDGE 2

Campus Echuca
Prerequisite(s) HEE11180 Learning and Communication or equivalent.
Content This subject provides an overview of the Key Learning Areas of the Curriculum and Standards Framework, including learning outcomes at all year levels. Extensive consideration of the subject knowledge required for the teaching of major concepts particularly in Science, SOSE, Arts and Technology and the incorporation of literacy and numeracy principles across the curriculum. Issues related to Australia’s Indigenous people are included in an integrated study of local issues. Occasional seminars with mentor teachers will explore cultural and educational questions.
Required Reading Board of Studies Victoria, 1996, Curriculum and Standards Framework and Course Advice, Melbourne.
Subject Hours Twenty-six hours for one semester comprising workshops.
Assessment Compilation of curriculum classroom materials regarding one Key Learning Area, 50%; a written report discussing the nature and extent of subject knowledge required for quality teaching in that Key Learning Area, 50%.

HEE3183 EDUCATIONAL CHANGE

Campus Echuca
Prerequisite(s) HEE1180 Learning and Communication or equivalent.
Content This subject investigates change in educational settings and arrangements for improved outcomes. Action research methods will be used to investigate factors of school improvement, school effectiveness and professional development in partnership or enterprise activities. Special focus will be on general studies areas and on inquiry, teaching and learning in social education and literacy curriculum. The needs of students and their local communities will form the basis for program or curriculum development, implementation, identification of learning outcomes and program evaluation. A professional portfolio will be developed which reflects professional practice in response to the National Framework of Beginning Teacher Competencies and the SCPT Dimensions of Teaching.
Subject Hours Fifty-two hours of workshops plus twenty days Community Partnership for one semester.

Assessment Compilation of teaching portfolio containing appropriate documents, reports and evaluation of program conducted, 100%; report of satisfactory participation in partnership activities.

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**HEE4180 COLLABORATIVE ACTION RESEARCH 1**

Campus Echuca

Prerequisite(s) HEE1180 Learning and Communication or equivalent.

Content This subject is partnership-based in schools and involves an extensive action research study of teaching and learning. Implications for the design, conduct and evaluation of curriculum and issues concerning Indigenous culture, language and learning are included. The practice and theory of action research are considered in an integrated manner, including developing action plans and regular reflection. Analysis of government and school policy statements and reference to the educational literature establishes the context within which the action research program will be conducted. Students work in either primary or secondary settings.


Subject Hours Fifty-two hours of workshops plus ten days Education Partnership for one semester.

Assessment Reports of workshop sessions, 25%; documented action plan, 25%; a report of findings through a negotiated teaching portfolio, 50%; report of satisfactory participation in partnership activities.

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**HEE4181 EDUCATIONAL ORGANISATION 1**

Campus Echuca

Prerequisite(s) HEE1180 Learning and Communication or equivalent.

Content This subject initiates an extensive study of educational and school structures, procedures and organisation. Major trends that impact upon school curriculum at the primary and secondary levels are considered. Special emphasis will be given to issues concerning Australia’s Indigenous cultures, languages and learning, as well as an evaluation of national and state equity programs. Different models of primary and secondary school organisation are examined and the means by which curriculum design responds to external factors. A critique of the Victorian Certificate of Education will be included. Curriculum and policy as a vehicle for social and education change and reform will be the focus of the partnership undertaken.

Required Reading Caldwell, B. 1993, Decentralising the Management of Australia’s Schools, NIEF.


Subject Hours Fifty-two hours for one semester comprising workshops or equivalent.

Assessment Reports of workshop sessions, 25%; documented interviews of community members presented in range of media, 25%; annotated school policy and curriculum statements, 50%.

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**HEE4182 CURRICULUM AND PLANNING 1**

Campus Echuca

Prerequisite(s) HEE1180 Learning and Communication or equivalent.

Content This subject is partnership-based in schools and immerses student teachers in the curriculum and learning culture of primary and secondary schools. In particular, a detailed study of outcomes-based education will be undertaken including the Curriculum and Standards Framework. Curriculum development, lesson planning and teaching will centre on language, cultural studies and numeracy, with reference to all Key Learning Areas. Issues concerning Indigenous culture, language and learning will be included.


Subject Hours Fifty-two hours for one semester comprising workshops or equivalent.

Assessment Initial statement regarding teaching, learning and curriculum, (50%) based on a systematic collection of lesson plans, teaching rationales, student work samples, mentor comments, self-Assessment and appropriate curriculum materials (50%).

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**HEE4183 COLLABORATIVE ACTION RESEARCH 2**

Campus Echuca

Prerequisite(s) HEE1180 Learning and Communication or equivalent.

Content This subject is partnership-based in schools and involves an extensive action research study of teaching and learning. Implications for the design, conduct and evaluation of curriculum and issues concerning Australia’s Indigenous cultures, languages and ways of learning are included. Student teachers will work alongside classroom practitioners, identify curriculum questions for investigation, gather and interpret data and draft preliminary research findings for ongoing investigation. Collaborative reflection on the findings provides the basis for consideration of curriculum and educational policy as a vehicle for social and education change and reform. Students work in either primary, secondary or P–12 settings. Special attention to teaching and learning in the graduating teachers areas of expertise will be given.


roles, relationships and responsibilities of Aboriginal and non-Aboriginal researchers and Aboriginal communities, Sydney.

**Subject Hours** Twenty-six hours of workshops plus fifty days Education Partnership for one semester.

**Assessment** Reports of workshop sessions, 25%; a report of findings through a negotiated teaching portfolio, 75%; report of satisfactory participation in partnership activities.

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**HEE4184 EDUCATIONAL ORGANISATION 2**

**Campus** Echuca

**Prerequisite(s)** HEE1180 Learning and Communication or equivalent.

**Content** This subject is partnership-based in schools and includes an extensive study of educational and school structures, procedures and organisation. Major trends that impact upon school curriculum are considered including self-management, unemployment, retention rates, information technology, community health issues, race, gender and social and educational disadvantage. Special emphasis is given to issues concerning Indigenous culture, language and learning. Different models of primary and secondary school organisation are examined and the means by which curriculum design responds to external factors. A critique of the Victorian Certificate of Education is included. Special attention to teaching and learning in the graduating teachers areas of expertise is given.

**Required Reading** Caldwell, B. 1993, Decentralising the Management of Australia’s Schools, NIEF.


**Subject Hours** Fifty-two hours for one semester comprising workshops or equivalent.

**Assessment** Reports of workshop sessions, 25%; documented interviews of community members presented in range of media, 25%; annotated school policy and curriculum statements, 50%

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**HEE4185 CURRICULUM AND PLANNING 2**

**Campus** Echuca

**Prerequisite(s)** Nil.

**Content** This subject is partnership-based in schools and immerses student teachers in the curriculum and learning culture of primary and secondary schools. Issues such as catering for a range of student backgrounds and interests and how to engage students with major ideas will be studied, together with appropriate methods of monitoring, assessing and reporting student learning progress, with reference to all Key Learning Areas. Experience of the practical application of curriculum policy, including the Curriculum Standards Framework, will be gained through partnership work primary, secondary or P-12 settings. Special attention to teaching and learning in the graduating teachers areas of expertise will be given.


**Subject Hours** Fifty-two hours of workshops or equivalent for one semester.

**Assessment** Philosophical statement regarding teaching, learning and curriculum (50%) based on a systematic collection of lesson plans, teaching rationales, student work samples, mentor comments, self-Assessment and appropriate curriculum materials, for inclusion in the teaching portfolio and for discussion during the Graduating Seminar (50%).

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**HFC1001 INTRODUCTION TO COMPUTER MEDIATED ART**

**Campus** St Albans

**Prerequisite(s)** Nil.

**Content** This subject is designed to provide beginning artists with an understanding of the ways that computers can and do affect their lives. Practical experience in applications which directly and indirectly concern artists will be examined. Students will explore Macintosh Operating Systems and PC Operating Systems and related hardware, basic word processing and desktop publishing software, and basic graphic software packages. Database software packages and Zip drive software and hardware will be examined in order for students to manage their beginning image collection. Graphic file formats such as TIFF, PICT, EPS, and JPEG will be dealt with and format conversion software. Lectures will address bit-mapped and object-oriented graphics. CD ROM technology will be explored as well as data compression and storage systems. Students will be encouraged to use the computer as a tool for other subjects and as a tool for personal use. Dabbler will be the main art software package used.


**Recommended Reading** Wired Magazine.

**Subject Hours** Four hours per week for one semester comprising one one-hour lecture and one three-hour workshop.

**Assessment** Folio, 50%; Class presentation, 25%; Electronic journal, 25%.

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**HFC1002 INTRODUCTION TO DRAWING AND PAINTING**

**Campus** St Albans

**Prerequisite(s)** Nil.

**Content** This subject consists of the two most basic analogue arts painting and drawing and examines the relationships between the two disciplines. The subject will examine elements common to both areas such as types of supports used to draw and paint upon, the different types of media which can be employed, and mark making. Students will use basic and common elements in the visual arts and explore them in making visual art works. In addition to exploring commonalities, this subject will also explore differences unique to each discipline. Drawing will introduce students to traditional approaches to line, mark making, shape, modelling and perspective while painting will focus upon colour, types of paint and methods of application. Lectures will draw upon historical and contemporary examples of drawing and painting, the relationships between art and gender and beginning issues in two dimensional design. Gallery visits will be included in the program as well as lectures by visual artists.


**Subject Hours** Four hours per week for one semester comprising one one-hour lecture and one three-hour workshop.

**Assessment** Folio and support work, 80%; visual arts journal, 20%.
**FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT**

**HFC1003 COMPUTING FOR ARTISTS**

**Campus** St Albans  
**Prerequisite(s)** HCF1001 Introduction to Computer Mediated Art or equivalent.  
**Content** This subject addresses the needs of persons who make art using the computer as the primary agent, but does so within a theoretical framework. This subject builds upon the variety of computing uses available to the art making process. Content will focus on distinctions between computer mediated art, image processing, and computer art and will contextualise a variety of software packages within a theoretical framework. Unlike semester 1 which focused upon static two-dimensional art, this semester will be exploring moving two dimensional art, often referred to as time-based art or projected painting art. Students will continue to employ the professional art software package Painter also incorporating basic Apple software applications iMovie, iTunes, iPhoto and iDVD. The relevant hardware and software will then be applied to a time based art project of your own/negotiated choice.  
**Recommended Reading** Wired Magazine.  
**Class Contact** Four hours per week for one semester comprising one one-hour lecture and one three-hour workshop.  
**Assessment** Time based art proposal, 30%; Time based art, 50%; Class participation, 20%.  

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**HFC1004 LIFE DRAWING AND PAINTING**

**Campus** St Albans  
**Prerequisite(s)** HCF1002 Introduction to Drawing and Painting or equivalent.  
**Content** This subject will continue to combine the two disciplines of drawing and painting and build upon issues examined in HCF1002 Introduction to Drawing and Painting. The traditional subject of the nude-male and female-will be used to link both areas. Working from dissection of the underlying skeletal and muscular structure and the placing of the figure in space. Painting will further structure the nude art work by emphasis on the drawing process. Models, students will refine visual skills, techniques and language. Drawing will emphasise the ability to judge proportions, understand the underlying skeletal and muscular structure and the placing of the figure in space. Painting will further structure the nude art work by emphasising the relationship between the ability to judge proportions, understand underlying structures, placing objects in space, colour, texture and scale and computer mediated art. Lectures will also address further issues in two dimensional design and begin to discuss colour theory as it relates to the nude and by implication, to computer mediated art. Finally, lectures will address the issue of observation as a research methodology.  
**Class Contact** Four hours per week for one semester comprising one one-hour lecture and one three-hour workshop.  
**Assessment** Mid-Semester Folio, 30%; Final Folio and support work, 50%; Class participation, 20%.  

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**HFC2002 STILL LIFE DRAWING AND PAINTING**

**Campus** St Albans  
**Prerequisite(s)** HFC1004 Life Drawing and Painting or equivalent.  
**Content** The notion of the still life; from its traditional art historical milieu, to its function as a metaphor for art work in general, will be explored in the context of contemporary art practice via a series of rigorous studio-based projects incorporating drawing and painting. 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 projects resulting in a resolved series of contemporary art works 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 of art. Lectures will draw upon and discuss examples of various historical and contemporary art works, the concept of research in the visual arts and computer mediated extensions of drawing and painting.  
**Class Contact** Four hours per week for one semester comprising one one-hour lecture and one three-hour workshop.  
**Assessment** Preliminary Folio, 30%; Research Proposal, 10% Final Folio and Support work 50%; Class Participation, 10%.  

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**HFC2004 EXPERIMENTAL ART**

**Campus** St Albans  
**Prerequisite(s)** HFC2002 Still Life Drawing and Painting or equivalent.  
**Content** This course will facilitate students’ creative development and expansion of individual art practice through the exploration and engagement with different mediums and processes. One aim of this course is for students to be able to effectively communicate their own conceptual intentions underlying their work. Overall, the course seeks to be a site of content development where students have the opportunity of experimenting with different media while integrating concepts and ideas in response to knowledge gained in history and theory subjects. Examples of different artists and their varying approaches to media and concepts will be presented for critical discussion. Assessment will include set projects in class and in addition students will be expected to complete both 2 dimensional and 3D or multi-dimensional art works incorporating their own concepts and choice of different mediums. Students will also have the opportunity to interface both analogue and digital media within their art practice.  
**Class Contact** Four hours per week for one semester comprising one one-hour lecture and one three-hour workshop.  
**Assessment** Final Folio presentation, 80%; Mid-semester Review, 30%; Class Participation and Visual diary, 20%.  

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**HFC2005 INTRODUCTION TO VIDEO ART**

**Campus** St Albans  
**Prerequisite(s)** HFC1003 Computing for Artists; or equivalent.  
**Content** This course is a studio experience introducing students to basic video and animation concepts and techniques leading to the production of experimental animation and video. Through the FC3001 creation of digital presentations, this studio experience emphasises visual structure and artistic conceptualisation while examining emerging artistic media and technology. Students will investigate the interrelationships between traditional static art forms and the new technologies of animation and video art.


Subject Hours One hour lecture and a three hour tutorial per week. In addition to this, it is expected that students devote at least three hours self directed hours per week.  
Assessment Folio of Photoshop images (25%); animated title sequence and credit sequence (25%); and an animation using After Effects presented as a VHS video (50%).

HFC2006 VIDEO ART
Campus St Albans

Prerequisite(s) HFC2005 Introduction to Video Art; or equivalent.
Content 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.


Recommended Reading Current web sites on video art which will be made available by the lecturer.

Subject Hours One hour lecture and a three hour tutorial per week. In addition to this, it is expected that students devote at least three hours self directed hours per week.  
Assessment Group video project (50%); folio of video artworks (50%).

HFC3005 INSTALLATION ART
Campus St Albans

Prerequisite(s) HFC2006 Video Art and HFC2004 Experimental Art; or equivalent.
Content This subject locates the students own installation practice within historical and contemporary forms of practice. In particular, it extends the sorts of issues raised in Experimental Art and Video Art in year two and seeks to integrate these forms of studio practice. Installation Art will employ virtual immateriality in order to simulate an exhibition of digital art presented in a public space. This will result in an exhibition presented in ‘real time’ via video or computer, or net based site specific work.


Subject Hours One hour lecture and a three hour tutorial per week. In addition to this, it is expected that students devote at least three hours self directed hours per week.  
Assessment Folio of 3 minor installation works (50%); one major ephemeral installation situated in the university grounds (50%)

HFC4001 HONOURS INDIVIDUAL CREATIVE PROJECT A
Campus St Albans

Prerequisite(s) Admission into honours stream
Content The content of the student’s creative output will be outlined in the research proposal submitted by the student prior to admission into the honours course. Individual projects will be further refined through consultation between student and supervisor throughout the semester. In general it is expected that a student’s work will be developing toward a professional standard suitable for public exhibition.


Class Contact Formal contact with the supervisor will be one hour per week. In addition it is expected that the student devote at least 8 self-directed hours per week to the project.

Assessment A progress review at the end of the semester. The review panel will be composed of at least two academic members of staff including the student’s supervisor. The review panel must be satisfied that the student is making satisfactory progress in his or her practical creative work. Creative work will be submitted as a folio comprising a CD/DVD and/or analogue product, depending on the student’s particular project. A written progress report will be given to the student and a copy placed on file.

HFC4002 HONOURS INDIVIDUAL CREATIVE PROJECT B
Campus St Albans

Prerequisite(s) HFC4001–Honours Individual Creative Project A
Content This subject builds on work undertaken in HFC4001 Honours Individual Creative Project A. The student will complete the project in consultation with his/her supervisor. In general it is expected that the student complete a body of creative visual work of professional standard suitable for public exhibition.
Class Contact Formal contact with the supervisor will be one hour per week. In addition it is expected that the student devote at least 8 self-directed hours per week to the project.
Assessment The student will submit his/her completed project to the honours exhibition held at the end of semester. Work will be assessed by a panel composed of at least two academic staff including the student’s supervisor. A written assessment report will be supplied to the student.

HGS3100 PHYSIOLOGICAL BASES OF GOLF PERFORMANCE
Campus Footscray Park
Prerequisite(s) None
Content This subject studies in-depth the physiological responses to exercise, building on the knowledge gained in previous core subjects presented in the Certificate IV and Diploma. The subject focuses on the cardiovascular, respiratory, metabolic, endocrine, neural and muscular responses to acute exercise, including exercise under environmental challenge (e.g. cold and heat). This subject 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 subject, student should be able to demonstrate physiological systems which are predominant in Golf, how these systems limit the performance in Golf and how training and exercise influence the physiology of Golf.
Methods of Teaching This subject will be delivered through lectures, tutorials and workshops.
Subject Hours Three hours per week for one semester comprising 2 x 1 hour lecture per week; 1 x 1 hr laboratory
Assessment There are three components to the Assessment 25% participation in laboratories; 65% examinations/quizzes/tests; 10% attendance and participation.
Practicals Students must attend at least 85% of all practicals to pass this subject. Attendance of less than 85% will result in failure of the subject. Therefore any inability to attend should be accompanied by a Medical Certificate or other documentation (eg. a letter from another lecturer).

HGS3101 APPLIED PSYCHOLOGY OF GOLF
Campus Footscray Park
Prerequisite(s) None
Content This subject 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 subject aims to consolidate student learning of what psychology is, the history of psychology, and the fundamentals of the main schools of psychology; to help students learn and understand how psychological phenomena influences behaviour in golf and physical activity settings; to help students understand how psychological effects performance in golf; to help students understand how participation in sport influences the psychological characteristics of the individual; to introduce students to applied sport psychology and group processes in sport.

Methods of Teaching This subject will be delivered through lectures, tutorials and workshops.
Required Reading T. Morris & J. Summers (Eds.), Sport Psychology: Theory, Applications and Issues, pp. Wiley & Sons: Sydney. Specific readings will also be given for each lecture topic.
Recommended Reading To be advised by Lecturer.
Subject Hours Three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial.
Assessment Project presentation 25%; Mid and Final examinations 60%; Written paper 15%.

HGS3102 KINSSIOLOGY OF GOLF
Campus Footscray Park
Prerequisite(s) None
Content This subject aims to gain an appreciation of the form and function of the human body.; to appreciate the separate anatomical systems and their interrelationships and how these effect human function in specific reference to performing the skills of golf; examine the structure and function of the major joint complexes of the human body.
Methods of Teaching This subject will be delivered through lectures, tutorials and workshops.
Recommended Reading Specific readings will also be given for each lecture topic.
Subject Hours Two hours per week for one semester comprising lectures and tutorials.
Assessment Short-answer tests (2 x 12.5%) 25%; Mid-semester test/examination (plastic models) 25%; End of semester test/examination 50%.

HGS3103 GOLF PRACTICUM AND TOURNAMENT PREPARATION 1
Campus Footscray Park
Prerequisite(s) None
Content Through both practical and theoretical learning modes these series of subjects aims to provide the 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. Golf practicum and tournament preparation series of subjects will further build on the golf technique of the student and embrace rules and the important aspects of etiquette on the golf course. 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 subjects. Students will learn the various forms of play in golf ranging from stroke play, stableford points, par and mixed foursome to Canadian scramble. The 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).

**Methods of Teaching** This subject will be taught as both instructional and experiential modes at the Brett Lebroque Golf Academy at Sanctuary Lakes Golf Club. A two hour block on four days will be devoted to the individual development of technique and skill in both 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 the students will be under the supervision and Professional PGA coaching of the staff from the Brett Lebroque Golf Academy. This subject will be delivered through lectures, tutorials workshops and individual tuition.

**Required Reading**

**Recommended Reading**
Teachings from a Lifetime in Golf by Harvey Penick, Bud Shrake Simon & Schuster (Paper); ISBN: 0671612972 Harvey Penick's Little Red Book: Lessons and Teachings from a Lifetime in Golf by Harvey Penick, Bud Shrake

**Subject Hours**
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%). A portfolio presentation of golf skills and drills for teaching and practice (30%) and personal skill development and assessed by lectures based on film and practical skills testing (40%) over the period of the semester.

**HGS3200 GOLF BIOMECHANICS**

**Campus** Footscray Park

**Prerequisite(s)** None

**Content** This subject 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 develop an understanding of kinematic (movement/motion) and kinetic (force) aspects of biomechanics as it relates to golf.

**Methods of Teaching** This subject will be delivered through lectures, tutorials and workshops.

**Required Reading**

**Recommended Reading**

**Subject Hours**
Three hours per week for one semester comprising two one-hour lectures and one one-hour laboratory.

**Assessment**
Mid Semester and Final Exam 50%; Joint Lab Report 20%; Basic Personal Swing analysis using swinger software 30%.

**HGS3201 TECHNOLOGY AND GOLF**

**Campus** Footscray Park

**Prerequisite(s)** None

**Content** This subject 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, Professionalism in golf.

**Methods of Teaching** This subject will be delivered through lectures, tutorials and workshops. This course will be team taught by experts in various aspects of the topics.

**Required Reading**

**Recommended Reading**

**Subject Hours**
Three hours per week for one semester comprising one one-hour lectures and a two hour tutorial/workshop. The subject 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)

**Assessment**
The assessment will comprise two components. A comprehensive paper documenting a piece of technology and how it has contributed to the development of golf (20%) and mid semester and final written examinations (2x40%) which will assess knowledge and understanding of material presented in class.

**HGS3202 GOLF PRACTICUM AND TOURNAMENT PREPARATION II**

**Campus** Footscray Park

**Prerequisite(s)** None

**Content** Through both practical and theoretical learning modes these series of subjects aims to provide the 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. Golf practicum and tournament preparation series of subjects will further build on the golf technique of the student and embrace rules and the important aspects of etiquette on the golf course. 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 subjects. Students will learn the various forms of play in golf ranging from stroke play, stableford points, par and mixed foursome to Canadian scramble. The golf course management skills will also include field trips to golf 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).

**Methods of Teaching** This subject will be taught as both instructional and experiential modes at the Brett Lebroque Golf Academy at Sanctuary Lakes Golf Club. A two hour block on four days will be devoted to the individual development of technique and skill in both 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 the students will be under the supervision and Professional PGA coaching of the staff from the Brett Lebroque Golf Academy. This subject will be delivered through lectures, tutorials workshops and individual tuition.

**Required Reading**

**Subject Hours**
Three hours per week for one semester comprising one one-hour lectures and a two hour tutorial/workshop. The subject 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)

**Assessment**
The assessment will comprise two components. A comprehensive paper documenting a piece of technology and how it has contributed to the development of golf (20%) and mid semester and final written examinations (2x40%) which will assess knowledge and understanding of material presented in class.

Recommended Reading To be advised by Lecturer.

Subject Hours 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%]). A portfolio presentation of golf skills and drills for teaching and practice (30%) and personal skill development and assessed by lectures based on film and practical skills testing (40%) over the period of the semester.

HGS3300 MOTOR LEARNING & SKILL DEVELOPMENT

Campus Footscray Park
Prerequisite(s) None

Content This subject is designed to introduce students to the basic knowledge and skills to understand how the human controls movement, how movement skill is acquired and how movement skill develops in golf


Class Contact Two hours per week for one semester comprising a one-hour lecture and one one-hour laboratory/tutorial

Assessment Contribution to Total Final Grade (TFG); Attendance and participation in workshops (see below) 10%; Laboratory reports (4 reports) 20%; Presentation Topic 20%; End of semester examination 50%.

Lab/Tutorial attendance and participation As per Victoria University policy, attendance of less than 85% in labs will result in failure of the subject.

HGS3301 EXERCISE PRESCRIPTION AND TRAINING FOR GOLF

Campus Footscray Park
Prerequisite(s) None

Content This subject aims to examine the principles of exercise and training preparation of athletes using knowledge gained from subjects such as physiology and biomechanics. The content will examine traditional training such as strength programs, weight training and aerobic 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 subject will equip students with the knowledge to develop individual physical training programs for all levels of golfing ability.


Class Contact Three hours per week for one semester comprising lectures laboratories and tutorials.

Assessment There will be five assessment items - End of Semester exam 45%; Literature quizzes 25%; Periodised training program 30%. A cumulative mark of 50% is required to pass the subject.

HGS3302 COMMUNICATION AND TEACHING TECHNIQUES

Campus Footscray Park
Prerequisite(s) None

Content This subject 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, teaching competencies and attributes required by golf professionals in various environments. An essential component of this subject is the development of individual and professional leadership competencies. The experience provides practical leadership experiences and will involve the following situations: small group situations, programming, planning and organising.


Recommended Reading To be advised by Lecturer.

Class Contact Three hours per week for one semester comprising two one-hour lectures and one one-hour laboratory.

Assessment Development and presentation of educational resource specific for golf (40%); Oral presentations and demonstrations (3x20%).

HGS3303 GOLF PRACTICUM AND TOURNAMENT PREPARATION III

Campus Footscray Park
Prerequisite(s) None

Content Through both practical and theoretical learning modes these series of subjects aims to provide the 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. Golf practicum and tournament preparation series of subjects will further build on the golf technique of the student and embrace rules and the important aspects of etiquette on the golf course. 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 subjects. Students will learn the various forms of play in golf ranging from stroke play, stableford points, par and mixed foursome to Canadian scramble. The 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).
HPD0022 GROWTH AND MOTOR DEVELOPMENT

Campus All Campuses on which the Bachelor of Education is taught: currently Footscray Park, Melton and Sunbury.

Prerequisite(s) Nil

Content 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, muscle, 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 gymnastics programs within the primary school setting.

Required Reading Literature specified by the lecturer representative of growth and motor development knowledge and issues associated with the teaching of physical education.


Websites www.achper.com.au
http://pediatrics.about.com/od/growthanddevelopment/

Class Contact 36 hours for one semester comprising lectures, seminars and practical or laboratory sessions.

Assessment Overview and analysis of modified sport or motor development program - 30%; three class exercises (quiz-based and laboratory assessments); 30%; essay assignment, 30%; and practical teaching drill – 10%. (Total 3000 words).

The assessment tasks relate to the following Core Graduate Attributes: P1/2, I1, O1, W1, A1, C1, D1/2
sports. Practical experiences will include a focus on skill development and refinement, individual, partner and group-based activities, and a strong emphasis on the teaching of creative, modified and traditional games or sports.

**Required Reading** To be specified by the lecturer.


**Websites**

- [www.aichper.org.au](http://www.aichper.org.au)
- [www.pcentecentral.org](http://www.pcentecentral.org)
- [Cyber-Active](http://www.tc.umn.edu/rlhome/g032/amt0008/kara)
- [Skipping website](http://www.iskip.com/)
- [Kids games](http://www.gameskidsplay.net)
- [Dance](http://www.ambassdj.com/page25.htm)
- [www.turnstep.com](http://www.turnstep.com)
- [http://members.tripod.com/~pazz/lesson.html](http://members.tripod.com/~pazz/lesson.html)
- [Sportsdiscus](http://www.sirc.ca/support/periodicals.cfm)
- [Athletics](http://www athletics.org.au/)
- [www.pecentral.org](http://www.pecentral.org)
- [www.ofed.umn.edu/nlhome/g032/amt0008/kara](http://www.ofed.umn.edu/nlhome/g032/amt0008/kara)
- [www.achper.org.au](http://www.achper.org.au)
- [www.pcentecentral.org](http://www.pcentecentral.org)

**Recommended Reading**


**Websites**

- [www.journal.cfm?id=PE5](http://www.journal.cfm?id=PE5)
- [KidsHealth](http://www.kidshealth.org)
- [http://www.sirc.ca/support/periodicals.cfm](http://www.sirc.ca/support/periodicals.cfm)
- [Athletics](http://www athletics.org.au/)
- [www.pecentral.org](http://www.pecentral.org)

**Class Contact** 36 hours for one semester, comprising lectures, workshops and practical experiences.

**Assessment**

Curriculum projects, 40%, progressive assessment, 40%, skill development, 20%. [Total 3000 words].

**HDP0025 PHYSICAL ACTIVITY, HEALTH, AND ADOLESCENCE**

**Campus**

All Campuses on which the Bachelor of Education is taught: currently Footscray Park, Melton and Sunbury.

**Prerequisite(s)** HDP0023

**Content**

The 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 school 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 of involvement in physical activity; Overview of critical issues associated with physical activity during adolescence;Adolescence, community health and physical inactivity.

**Required Reading**

Literature specified by the lecturer representative of knowledge and issues associated with the relationship between physical activity, health, adolescence and the teaching of physical education.

**Recommended Reading**


Websites
www.achper.com.au
www.brightfutures.org/physicalactivity

Class Contact 48 hours for one semester comprising lectures, seminars and practical sessions.

Assessment Curriculum project - 35% and associated skill development presentation - 10%; essay based activity - 35%; and research review task - 20%. (Total 4000 words). The assessment tasks relate to the following Core Graduate Attributes P2/3, I2/3, O2, W2, A2, C2/3, D2/3

HPD2110 PHYSICAL ACTIVITY FOR YOUNG CHILDREN

Campus Melton
Prerequisite(s) Nil
Content This subject will provide an understanding of developmental physical activity and the unique responses of this age group. It will include topics on the movement concepts such as those relating to the body, effort, space and relationships. Students will explore the design of learning experiences for young children in areas such as dance, gymnastics, and manipulative skills and further explore the potential for these activities in indoor and outdoor settings. Critical debate will be encouraged on the role of spontaneous play in this age group. Inquiry into the social and cultural determinants and consequences of physical activity for young children will be encouraged throughout the subject.
Required Reading To be specified by the lecturer.

Subject Hours Two hours per week for one semester, comprising one one-hour lecture and one one-hour tutorial/laboratory.

Assessment Curriculum projects, 40%; progressive assessment, 40%; skill development, 20%. All components of assessment must be satisfactorily completed.

HPE0001 HUMAN SEXUALITY AND SOCIETY

Campus Footscray Park, Melton
Prerequisite(s) Nil
Content The aim of the subject 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 well-being. This area of study is highly recommended for those wishing to enter the teaching profession, particularly at secondary level.
Required Reading To be advised by lecturer.
Subject Hours Three hours per week for one semester.
Assessment By contract to include a major research paper, seminar, examination, and resource file.

HPE0003 EXERCISE SCIENCE FOR ADULTS AND OLDER ADULTS (ELECTIVE)

Campus Footscray Park, City Flinders
Prerequisite(s) HPE 1204 Exercise Physiology, HPE 1202 Biomechanics, or equivalent
Content The subject 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 subject 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 subject also examines appropriate exercise testing and relevant physical activity and training principles for adults and older adults.
The subject familiarises students to the biomechanical factors relating to the analysis of human movement in adults and older adults. The subject exposes students to the biomechanical & physiological factors relating to the analysis of human movement in young and older adults. Topics include biomechanical changes that commonly occur in the ageing process and their relationship to exercise and sports performance; ageing effects on gait and balance; foot clearance and tripping falls; coefficient of friction and slipping falls. Laboratory experiences will be used to develop an understanding of techniques for exercise and sport science measurement and assessment in adults and older adults, their ethical and practical considerations, as well as to link, where possible, physiological and biomechanical approaches, to enhance overall understanding. Students are strongly advised to take HPE2101 Sports Physiology, Sports HPE1202 Biomechanics and HPE2103 Growth, Development and Ageing, HPE3218 Exercise Science for Children and Adolescents.

**Required Reading** Specific journal articles to be advised


**Subject Hours** Four hours per week for one semester comprising two one hour lectures and one two hour laboratory class.

**Assessment** Final examination, 40%; individual assignment and presentation, 30%; laboratory reports 30%;

**HPE0005 EXERCISE SCIENCE FOR SPECIFIC POPULATIONS (ELECTIVE)**

**Campus** Footscray Park, City Flinders

**Prerequisite(s)** HPE 1204 Exercise Physiology, HPE 1202 Biomechanics, or equivalent

**Content** The subject 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 subject examines the acute responses with exercise and any limitations of the cardiorespiratory, neuromuscular, and endocrine systems, in the specific populations with chronic disease. The subject exposes students to the biomechanical factors relating to the analysis of human movement in specific populations such as elderly fallers, amputees, cerebral palsy children. Topics include biomechanical changes that commonly occur in these populations and their relationship to exercise; and the associated laboratory techniques for measurements and assessment. Laboratory experiences will be used to develop an understanding of techniques for exercise and sport science measurement and assessment in patients with chronic disease, or altered gait and motor control characteristics, their ethical and practical considerations, as well as to link, where possible, physiological and biomechanical approaches, to enhance overall understanding. Students are strongly advised to take HPE0003 Exercise Science for Adults and Older Adults. This subject is recommended for those students wishing to progress to further studies in the field of Exercise Rehabilitation.

**Required Reading** Specific journal articles to be advised


Class Contact Four hours per week for one semester comprising two one hour lectures and one two hour laboratory class.

Assessment Final examination, 40%; individual assignment and presentation, 30%; laboratory reports 30%.

HPE0006 APPLIED EXERCISE PHYSIOLOGY (ELECTIVE)

Campus Footscray Park

Prerequisite(s) HPE 2101 Exercise Physiology

Content This elective subject explores the strategies employed by exercise physiologists to achieve peak exercise performance. The subject focuses on a range of interventions to enhance performance. Includes special emphases on legal ergogenic aids such as nutritional interventions including antioxidants, carbohydrate and fluid supplements, antioxidants, and caffeine, altitude, simulated altitude and hypoxic training. Examines the abuse of illegal ergogenic aids such as blood doping, EPO, steroids, growth hormone and stimulants. 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.

Required Reading Specific journal articles to be advised


Subject Hours Four hours per week for one semester comprising two one hour lectures and one two hour laboratory class/tutorial.

Assessment Laboratory reports, 30%; short tests and assignments, 20%; final examination, 50%.

HPE1101 STRUCTURAL KINESIOLOGY

Campus Footscray Park

Prerequisite(s) Nil

Content The subject will include the study of the structure and function of the human body, the interrelationships between the various components and movement examples.

Required Reading To be advised by the lecturer


Subject Hours Three hours per week for one semester comprising one-hour lecture and two-hour practical

Assessment Quizzes, (2 × 12.5%); mid semester test, 25%; end-of-semester test, 50%.

HPE1106 HISTORY OF SPORT IN THE ASIA PACIFIC REGION

Campus Footscray Park

Prerequisite(s) HPE 2112 History of Sport, or HPS 1111 Sport, History and Culture, or equivalent.

Content This subject will first provide a general introduction to the history and politics of the Asia Pacific region. It will then examine the historical role and function of sport in selected nations, with particular reference to the manner in which sport has affected national consciousness, the way in which the symbols, emblems and images of sport reflect national self-image, and assumptions about how gender, race and class impact on sports participation, audience behaviour and sporting culture. This will be achieved by a critical comparative examination of primary source documents, including government policy and legislation, newspaper archives, and other popular and commercial representations of sport. Particular attention will be given to the development of sport in Australia and New Zealand, although historical developments in other nations from the Asia Pacific region, including China, Japan, Indonesia, and the Pacific Islands, will also be examined.


Subject Hours Three hours per week for one semester, comprising two one-hour lectures and one one-hour tutorial.

Assessment Tutorial Exercises 30%, Written Papers 40%, Final Examination 30%.
HPE1102 CAMPUS & PROFESSIONAL DEVELOPMENT 1

Campus Footscray Park
Prerequisite(s) Nil
Content This subject will cover and develop the student’s communication, leadership, interpersonal and instructional skills. The theory underlying these topics will be explored, and the 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 organizations. Students learn to identify their strengths and competencies through their education, work and extra curricula experiences. These are documented according to the guidelines of the Victoria University Career Portfolio. Students are taught how to develop this portfolio throughout their studies, to identify core graduate attributes and other essential professional competencies and to adapt this as a very effective resume for the job of their choice.

Recommended Reading Articles as advised
Subject Hours Equivalent to 3 hours per week over 1 semester-comprising lectures, presentations, seminars, on-line activities and observations.
Assessment Online Activity 15%, Presentations 25%, Reports 30%, Quizzes 20%, Attendance and participation 10%.

HPE1103 PHILOSOPHY OF EXERCISE SCIENCE AND HUMAN MOVEMENT

Campus Footscray Park
Prerequisite(s) Nil
Content Technical and critical-reflective knowledge in exercise science, human movement, fitness sport, and physical education; Philosophical concepts such as dualism (mind/body, self/other), rationalism and technocracy, as well as holism and humanism, as they relate to activities of care, therapy, teaching/coaching, fitness instruction and other exercise related professional activities; Experiential knowledge and the role of narrative in constructing a sense of self and professional relationships; Existential-phenomenological foundations of professional activity and relationships in areas such as research, scientific enquiry, teaching, coaching, fitness consulting, exercise therapy, and sport medicine. This includes a better understanding of lived experiences such as: injury and recovery, teaching and learning, career termination and transition, elation and flow, self consciousness and humiliation, ability and disability, anticipation and disappointment, humiliation and elation, risk and fulfillment, loss and grief, youth and ageing.


Subject Hours Three hours per week comprising two one-hour lectures and one one-hour seminar for twelve weeks.
Assessment Semester Test 40%, Progressive Writing Assignments 60%

HPE1123 GYMNASTICS

Campus Footscray Park
Prerequisite(s) Nil
Content This is an introductory subject 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 course. Basic gymnastic skills and routines will be covered in order to give the course participants the opportunity to 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 organizations. Students learn to identify their strengths and competencies through their education, work and extra curricula experiences. These are documented according to the guidelines of the Victoria University Career Portfolio. Students are taught how to develop this portfolio throughout their studies, to identify core graduate attributes and other essential professional competencies and to adapt this as a very effective resume for the job of their choice.


Subject Hours Three hours per week for one semester comprising one one-hour lecture and one two-hour practical.
Assessment Three worksheets (each worth 10%), 30%; observation assignment, 10%; skill development, 60%.

FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT
HPE1126 SOCIAL BASES OF HEALTH

Campus Footscray Park, Melton
Prerequisite(s) Nil
Content This subject 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 recognizing the interdisciplinary nature of the determinants of health and well being. The subject forms the introductory subject in a stream of subjects focussing on health or it may be taken as a single subject.
Required Reading To be advised by the lecturer.
Subject Hours Three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial/seminar.
Assessment By contract: To include research paper, seminar presentation, written examination.

HPE1127 AQUATICS

Campus Footscray Park
Prerequisite(s) Nil
Content The aim of this subject is to provide the student with a sound theoretical knowledge of the sport of swimming. In addition the students will be encouraged to obtain a high standard of personal excellence in the practical performance side of swimming activity. The students will be instructed 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, rehabilitation and swimming, swimming programs for older adults and the very young, Aqua-aerobics and swimming programs for physically and mentally challenged individuals.
Recommended Reading To be advised by lecturer.
Subject Hours Three hours per week for one semester comprising one two-hour laboratory session and one one-hour lecture the equivalent.
Assessment Final examination, 30%; practical laboratory examination, 30%; assignments and class presentations, 40%.

HPE1202 BIOMECHANICS

Campus Footscray Park
Prerequisite(s) None
Content (i) biomechanical concepts and terminology, (ii) human motion and ways to measure it, (iii) forces applied to the human and equipment during sport & exercise, and (iv) basic biomechanical analysis techniques.
Required Reading To be advised by lecturer.
Subject Hours 3 hours per week for one semester: 2 hours lecture, 1 hour tutorial session.
Assessment Mid-semester exam, 40%; Final exam, 60%.

HPE1203 SOCIAL DIMENSIONS OF SPORT AND EXERCISE

Campus Footscray Park
Prerequisite(s) Nil
Content Students will have the opportunity to investigate current social factors that have a bearing on participation in exercise and sport and its potential health benefits. Factors that may enhance participation or those that may be barriers include age, gender, sexual orientation, ability/disability, socio-economic status, religion and race/ethnicity. Professionals in the fields of teaching, coaching, exercise prescription and therapy, as well as management and policy making need to be sensitive and responsive to participants, clients or employees from a number of different cultural backgrounds, with their respective attitudes and beliefs about the body, male-female relations, etc.


**Subject Hours**

Two hours of lectures and one hour of tutorial per week for one semester.

**Assessment**

Mid-Semester Examination 40%, Final Examination 60%.

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**HPE1206 SPORT PSYCHOLOGY**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** The sport psychology subject is designed to introduce students to the psychology of sport, and to advance student's awareness of important issues in sport psychology. The subject 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 subject content.


**Subject Hours** Three hours per week for one semester, comprising two one-hour lectures and one one-hour tutorial.

**Assessment** Mid-semester examination, 25%; final examination, 25%; tutorial assessment, 25%; quizzes, 25%.

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**HPE2100 EXERCISE PSYCHOLOGY**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** 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 subject considers the psychology of sport and exercise within a broader framework, addressing the more fundamental issues of why it is that people do or do not participate in sporting and exercise activities. It addresses a range of psychosocial factors (e.g. personality, motivation, personal identity and self-efficacy) that influence participation in physical activity across the lifespan, and in the context of the promotion of physical activity for health and well-being of the whole community. The subject also examines the relationship between physical activity and psychological well-being, with a focus on psychological development and well-being 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.


**Recommended Reading**


**Subject Hours** Three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial.

**Assessment** 25% tutorial submissions, 30% mid-semester examination, 45% end-semester examination.

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**HPE2101 SPORT PHYSIOLOGY**

**Campus** Footscray Park

**Prerequisite(s)** HPE1204 Exercise Physiology

**Content** This subject builds on the student's knowledge of exercise physiology, studying the essential importance of exercise physiology in understanding sport and exercise performance, including elite sports and recreational exercise. The subject emphasises understanding the physiologic requirements of exercise and sport, evaluates the importance of physiological systems in athlete performance; the essential role of nutrition in exercise and sport, sport-specific adaptations to physical training and comparisons of different forms of training. The subject studies basic principles underlying physiological exercise testing, with emphases on sport specificity, lab-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, skinfold measurements and anaerobic power testing. The subject will include competency evaluation for these tests. The subject examines the important role of exercise physiology in sustaining and enhancing sport performance. The subject is designed to lead to more detailed mechanistic studies in the core subject Advanced Exercise Physiology and applied studies in the elective subject Applied Exercise Physiology, in the Exercise and Sport Science stream.

**Required Reading** Specific journal articles to be advised.

Subject Hours

Four hours per week for one semester comprising two one-hour lectures and one two-hour laboratory class.

Assessment

Laboratory reports, 20%; short tests and assignments, 10%; final examination, 30%; laboratory and field test competency 40%

Prerequisite(s)

HPE1202 Biomechanics; or equivalent.

Content

(i) developing biomechanical principles through application to sport/exercise specific examples and analysis, (ii) working with some of the available technologies/techniques and using them in exercise and sports application and (iii) familiarizing students with laboratory practice and data handling in sports biomechanics.

Required Reading

To be advised by lecturer.

Recommended Reading


Subject Hours

4 hours per week for one semester: 2 hours lecture/tutorial, 2 hours lab/tutorial.

Assessment

Essay, 20%; Lab work, 30%; final exam, 50%.
Assessment Written assignments, 65%; final examination, 35%. All components of assessment must be satisfactorily completed.

HPE2127 MOTOR LEARNING
Campus Footscray Park
Prerequisite(s) Nil
Content The aims of the subject are to develop the student’s knowledge and understanding of the wide range of factors effecting the process of motor skill learning and motor performance and to introduce the student to theoretical and practical aspects of experimental design and procedures used in motor learning research.
Subject Hours Four hours per week for one semester comprising one two-hour lecture and one two-hour laboratory/tutorial.
Assessment Mid-term examination, 20%; final examination, 30%; laboratory folder/laboratory participation, 20%; individual paper, 30%.

HPE2129 RESISTANCE TRAINING
Campus Footscray Park.
Prerequisite(s) Nil.
Content This subject introduces students to the principles and practices of resistance training. The subject deals with systems of resistance training and exercises for the various body parts. An understanding of muscle actions is fostered throughout the subject. Resistance training for the general population will be covered. Students will be encouraged to critically evaluate past and current practices in the field and to develop their own models of resistance training for general fitness, strength, hypertrophy and muscular endurance.
Required Reading To be advised by lecturer.
Subject Hours Three hours per week for one semester comprising one one-hour lecture and one two-hour practical.
Assessment Tests, 30%; participation/training diary, 20%; practical examination, 25%; written examination, 25%.

HPE2200 MOTOR CONTROL
Campus Footscray Park and City Flinders
Prerequisite(s) HPE1202 Biomechanics; HPE1204 Exercise Physiology
Content This subject 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.
Required Reading To be advised by lecturer.
Subject Hours 4 hours per week for one semester: 2 hours lecture/tutorial, two hours practical/tutorial
Assessment Lab work 30%, quizzes and assignments 20%, final exam 50%.

HPE2202 FUNCTIONAL KINESIOLOGY
Campus Footscray Park
Prerequisite(s) HPE 1101 Structural Kinesiology, or equivalent
Content This subject will cover the major joint complexes, movement analysis and posture.
Subject Hours Four hours per week for one semester comprising one-hour lecture and three-hour practical
Assessment Practical/tutorial contribution 30%, semester test 25%, final examination 45%.

HPE2213 CAREER & PROFESSIONAL DEVELOPMENT 2
Campus Footscray Park
Prerequisite(s) HPE1102 Career & Professional Development 1
Content This subject 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 extra curricula experiences. These are documented according to the guidelines of the Victoria University Career Portfolio. Students are taught how to develop this portfolio throughout their studies, to identify core graduate attributes and other essential professional competencies and to adapt this as a very effective resume for the job of their choice. Students find a suitable 70-hour leadership career placement using a variety of sources e.g. networking, the career placement board, and career development database or guest speakers. Completion of a 70-hour placement under supervision of appropriate industry supervisors and a comprehensive business report.
Recommended Reading Articles as advised
Subject Hours Equivalent to 3 hours per week over 1 semester - comprising lectures, presentations, seminars, on-line activities, workshops, guest speakers and a 70 hour career placement.
Assessment Resume 15%, Online Activity 15%, Assignment 10%, Report 50%, Attendance and participation 10%.

HPE2214 SPORT AND FITNESS DELIVERY SYSTEMS
Campus Footscray Park
Prerequisite(s) Nil
Content This content of this subject will assist the student in developing an understanding of contemporary sport and fitness delivery systems. The subject undertakes an in-depth examination and critical analysis of models highlighting local, state and national structures and how they link into the Australia-Pacific region and the international structure of sport. The subject material will include: (1) theoretical principles and methodologies associated with public policy, nationalism, and globalisation using a case study approach and analysis of key issues, organisations and events; (2) a thorough examination of the Australian sport system including peak bodies such as the Australian Sports Commission, the Australian Olympic
Exercise, regulation of blood pressure and cardiac responses to exercise; ECG during graded exercise; respiratory control during metabolism and electrolyte regulation during intense and prolonged sessions include measurement of limb blood flow with exercise, electrocardiogram (6 and 12 lead) during exercise. Practical tests (two during the semester) 45%, Final Oral Exam 50%.

HPE3101 ADVANCED BIOMECHANICS
Campus Footscray Park and City Flinders Street (Biomechanics Laboratory)
Prerequisite(s) HPE2134 Sports Biomechanics; or equivalent.
Content (i) using advanced methods and analysis equipment that are used in specific areas of biomechanics, such as video/motion analysis and force platforms, (ii) biomechanical methodologies, instrumentation and data treatment, (iii) conducting biomechanics projects (e.g. a video project and a force platform project).
Recommended Reading A mixture of readings from a range of sources including: Kreigbaum, E. and Bartheles, K.M. 1996, Biomechanics: a Qualitative Approach for Studying Human Movement, Allyn and Bacon, Boston. International Society of Biomechanics in Sports coaches information website: httpwww.sportscoach-sci.com
Subject Hours 4 hours per week for one semester; 2 hours lecture/tutorial, 2 hours lab/tutorial.
Assessment Coursework (video and force platform study), 60%; final exam, 40%.

HPE3102 CAREER AND PROFESSIONAL DEVELOPMENT (EXERCISE SCIENCE)
Campus Footscray Park
Prerequisite(s) HPE1102 Career and Professional Development 1
Content This subject will cover resume preparation, job search skills, interviews, employment opportunities, legal implications, networking, guest speakers and graduate employment. Students learn to identify their strengths and competencies through their education, work and extra curricula experiences. These are documented according to the guidelines of the Victoria University Career Portfolio. Students are taught how to develop this portfolio throughout their studies, to identify core graduate attributes and other essential professional competencies and to adapt this as a very effective resume for the job of their choice. Students find a suitable 300-hour career placement using a variety of sources e.g. networking, the career placement board, and career development database or guest speakers to satisfy Australian Association of Exercise and Sport Science. Completion of a 300-hour placement
under supervision of appropriate industry supervisors and a comprehensive business report.


**Recommended Reading** Articles as advised

**Subject Hours** Equivalent to five hours per week over 2 semesters - comprising lectures, presentations, seminars, on-line activities, workshops, guest speakers and a 300 hour career placement.

**Assessment** Online Activity 10%, Interview 15%, Resume 15%, Report 50%, Attendance and participation 10%

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**HPE3103 EXERCISE AND SCIENCE CAREER & PROFESSIONAL A**

**Campus** Footscray Park

**Prerequisite(s)** Career and Professional Development 1

**Content** This subject will cover resume preparation, job search skills, and interview skills in exercise and sport science. Students learn to identify their strengths and competencies through their education, work and extra curricula experiences. These are documented according to the guidelines of the Victoria University Career Portfolio. Students are taught how to develop this portfolio throughout their studies, to identify core graduate attributes and other essential professional competencies and to adapt this as a very effective resume for the job of their choice. Students find a suitable 150-hour career placement using a variety of sources e.g. networking, the career placement board, and career development database or guest speakers to satisfy Australian Association of Exercise and Sport Science. Completion of a 150-hour placement under supervision of appropriate industry supervisors and a comprehensive business report.


**Recommended Reading** Articles as advised

**Class Contact** Equivalent to five hours per week over the semester - comprising lectures, presentations, seminars, on-line activities, workshops, guest speakers and a 150 hour career placement.

**Assessment** Online Activity 10% Interview 15% Resume 15% Report 50% Class Participation 10%

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**HPE3104 EXERCISE SCIENCE & PROFESSIONAL B**

**Campus** Footscray Park

**Prerequisite(s)** HPE 3103 Exercise Science Career and Professional Development A

**Content** This subject will cover employment opportunities, legal implications, networking, and graduate employment in exercise and sport science. Students learn to identify their strengths and competencies through their education, work and extra curricula experiences. These are documented according to the guidelines of the Victoria University Career Portfolio. Students are taught how to develop this portfolio throughout their studies, to identify core graduate attributes and other essential professional competencies and to adapt this as a very effective resume for the job of their choice. Students find a suitable 150-hour career placement using a variety of sources e.g. networking, the career placement board, and career development database or guest speakers to satisfy Australian Association of Exercise and Sport Science. Completion of a 150-hour placement under supervision of appropriate industry supervisors and a comprehensive business report.


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**HPE3111 SPORT AND SOCIAL ANALYSIS**

**Campus** Footscray Park

**Prerequisite(s)** HPE1115 Introduction to Human Movement Studies, or equivalent.

**Content** The subject takes as its major focus the nature of sport, leisure, human movement and sport science in Australia. Analyses derive from post structuralism, feminism, cultural studies and social history. These approaches are linked by a common concern to adopt a critical perspective in which the inequalities of class, gender, race, ethnicity, disability and age are revealed to be central to any attempt to understand sport. In terms of implementing change, it is argued that these fields represent an arena for struggle as they occupy a contradictory position in Australia. This provides the opportunity to reinterpret and reformulate their positioning, meanings and opportunities.

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

**Subject Hours** To be advised by lecturer.

**Assessment** One hour lecture and one one-hour laboratory tutorial.

**Recommended Reading** Articles as advised

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**HPE3112 CAREER AND PROFESSIONAL DEVELOPMENT 3**

**Campus** Footscray Park

**Prerequisite(s)** HPE1102 Career and Professional Development 1, HPE2213 Career and Professional Development 2

**Content** This subject will cover interviews, employment opportunities, legal implications, networking, guest speakers and graduate employment. Students learn to identify their strengths and competencies through their education, work and extra curricula experiences. These are documented according to the guidelines of the Victoria University Career Portfolio. Students are taught how to develop this portfolio throughout their studies, to identify core graduate attributes and other essential professional competencies and to adapt this as a very effective resume for the job of their choice. Students find a suitable 140-hour management/administration career placement using a variety of sources e.g. networking, the career placement board, and career development database or guest speakers. Completion of a 140-hour placement under the supervision of appropriate industry supervisors and a comprehensive business report.


**Recommended Reading** Articles as advised

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**HPE3121 ATHLETICS**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** The aim of the subject is to introduce students to track and field athletic events. The subject provides the opportunity for the personal development of physical skills and for the attainment of
technical knowledge necessary to successfully plan and evaluate basic training and competition programs.


**Subject Hours** Three hours per week for one semester comprising one one-hour lecture and one two-hour practical.

**Assessment** Assignment, 20%; progress and participation, 50%; examination, 30%. All components of the assessment must be satisfactorily completed.

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**HPE3122 HUMAN MOVEMENT, SPORT AND ETHICS**

**Campus** Footscray Park

**Prerequisite(s)** HPE1129 Philosophy of Human Movement and Sport; or equivalent.

**Content** The aims of this subject are to develop the student’s awareness and appreciation of value (ethical) inquiry and how it relates to professional physical education, sport and sport science; and to develop the abilities to understand, appreciate and address ethical issues facing physical education, sport and sport science.

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

**Subject Hours** Three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial.

**Assessment** Written papers, final examination, and tutorial responses. Note: The methods and proportions of assessment are to be negotiated between students and the lecturer.

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**HPE3124 GROWTH AND DEVELOPMENT**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** The aims of this subject are to develop students’ knowledge of the physical growth and motor characteristics of humans throughout the lifespan, to promote students’ understanding of the genetic and environmental factors that interact to influence physical growth and motor development and to develop an understanding and appreciation of the applications of a knowledge of growth and development in the field of Human Movement.

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

**Subject Hours** Three hours per week for one semester comprising two one-hour lectures and one one-hour seminar/tutorial.

**Assessment** Class test(s), 30%; assignment, 30%; final examination, 40%.

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**HPE3126 EXERCISE PRESCRIPTION**

**Campus** Footscray Park

**Prerequisite(s)** HPE1240 Physiological Bases of Human Movement; or equivalent.

**Content** This subject will provide students with theoretical knowledge and practical skills to prescribe exercise. An understanding of theories for exercise, program design and prescription will be developed. Students will participate in a Case Study methodology to develop the capability of prescribing programs relevant to specific populations or individuals which they can defend on a logical and theoretical basis.

**Required Reading** The major readings will be provided in a booklet for sale in the Footscray Park Campus Bookshop at the beginning of the semester. Other readings to be advised by lecturer.

**Class Contact** Three hours per week for one semester comprising one one-hour lecture and one two-hour tutorial/seminar.

**Assessment** Examination, 30%; case studies 45%; tutorial presentation and participation 25%.

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**HPE3129 INTERNATIONAL PHYSICAL EDUCATION AND SPORT**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** The purpose of this subject is to assist the student in developing an understanding of contemporary sport and physical education systems operating in a variety of selected countries. At the same time an emphasis is placed on certain key issues in the field of international sport and physical education (e.g. Olympic Games, quality physical education programs, professional sport, sports tours/exchanges, college sport, etc.) The intent of the latter section of the subject is to undertake an examination of the Australian sport delivery system.

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

**Class Contact** Three hours per week for one semester comprising three one-hour lectures.

**Assessment** Examinations (mid-semester and/or final), 100%. All components of assessment must be satisfactorily completed.

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**HPE3131 CAREER AND PROFESSIONAL DEVELOPMENT SEMINAR 3: PROGRAMMING, PLANNING AND MANAGEMENT**

**Campus** Footscray Park

**Prerequisite(s)** HPE1131 Field Experience Seminar 1: Introduction and Observation; HPE124 Field Experience Seminar 2: Leadership; HPE2125 Field Experience Placement 1: Leadership; HPE2135 Career and Professional Development Seminar 2: Leadership; HPE2136 Career and Professional Development Placement 1: Leadership; or equivalent.

**Content** In addition to further developing and refining the competencies, knowledge and contacts gained in previous Field Experience seminars and placements, the focus in third year Field Experience is on the student assisting in the planning, management, administration and research of a project within the broad field of Human Movement. Class discussion centres around issues such as goal setting, postgraduate study, value clarification, interview techniques and insurance.

**Required Reading** Field Experience Manual. Articles advised by lecturer.

**Class Contact** One one-hour seminar per week for one semester.

**Assessment** Programming, planning and management report, 70%; group projects, 20%; seminar assignments, 10%.

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**HPE3132 CAREER AND PROFESSIONAL DEVELOPMENT PLACEMENT 2: PROGRAMMING, PLANNING AND MANAGEMENT**

**Campus** Footscray Park

**Prerequisite(s)** HPE1131 Field Experience Seminar 1: Introduction and Observation; HPE124 Field Experience Seminar 2: Leadership; HPE2125 Field Experience Placement 1: Leadership; HPE2135 Career and Professional Development Seminar 2: Leadership; HPE2136 Career and Professional Development Placement 1: Leadership; or equivalent.

**Content** Field Experience aims to provide students with the opportunity to place their acquired theory and knowledge into a relevant and practical context through application in the broad field of Human Movement. The essential component of this subject is the development of individual and professional programming, planning and management competencies. Through practical experience, students are able to develop contacts within the profession, 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.

**Required Reading** Field Experience Manual.

**Class Contact** 140 hours in the selected programming, planning and management organisation.

**Assessment** Satisfactory/unsatisfactory. Compliance with all requirements as established on the contract, submission of a satisfactory evaluation by the agency and submission of an evaluative report within two weeks of the placement.

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**HPE3133 GRADUATING PROJECT**

**Campus** Footscray Park

**Prerequisite(s)** Completion of a sufficient proportion of the requirements for the Bachelor of Applied Science – Human Movement (normally not less than two years full-time study); or equivalent.

**Content** Graduating Project provides an environment for students to integrate the knowledge and skills gained through specialist subjects into the consolidated knowledge of Human Movement and Physical Education.

**Required Reading** To be advised by Lecturer.

**Class Contact** Three hours per week for one semester comprising three hours of lecture/seminar/tutorial.

**Assessment** Reports (50%); project (50%). All components of the assessment must be satisfactorily completed.

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**HPE3200 PROFESSIONAL ETHICS**

**Campus** Footscray Park

**Prerequisite(s)** HPE1103 Philosophy of Exercise Science and Human Movement

**Content** The core lecture topic areas include: 1) the nature of, and skills required in, ethical inquiry, 2) postmodernism and its effect on physical education teaching and curricula, 3) the issues of freedom, paternalism and other ethical principles and their effects on the ethics of coaching, fitness instruction, and exercise therapy/rehabilitation and research 4) the notion of virtue and an understanding of sport and exercise as educative and 5) the effect of globalization on sport technology and science. The elective topic areas may include: amateurism/professionalism, sex equality, racism, cheating and fair play, Olympism, drug use and abuse, violence, coaching and children's rights, and sport and the law.


**Assessment** Mid-Semester Examination 40%, Final Examination 60%.

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**HPE3202 RESEARCH IN EXERCISE SCIENCE**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** The subject will examine key components of research in exercise and sport science. content comprises (i) measurement and evaluation techniques employed in exercise and sport science, (ii) designing an exercise and sport science research project, (iii) critical evaluation of exercise and sports science research, (iv) descriptive and inferential statistics and (v) ethical issues and issues of social and cultural importance in exercise and sport science research. This subject will provide students with basic skills in research, in preparation for Honours, postgraduate coursework or research degrees in exercise and sport science.

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

HPE3204 RESEARCH IN EXERCISE SCIENCE A

Campus: Footscray Park.
Prerequisite(s): None.

Content: This subject will examine key components of research in exercise and sport science. Content comprises (i) measurement and evaluation techniques employed in exercise and sport science, (ii) designing an exercise and sport science research project, and (iii) critical evaluation of exercise and sport science research. This subject will provide students with basic skills in research, in preparation for Honours, postgraduate coursework or research degrees in exercise and sport science.

Required Reading: Specific journal/readings will be available in the library/bookshop.


Class Contact: 2 hours per week for one semester: one 2 hour lecture every second week and a 2 hour practical/tutorial session every other week.

Assessment: SPSS workbook exercises 20%; Examination 80%.

HPE3218 EXERCISE SCIENCE FOR CHILDREN AND ADOLESCENTS

Campus: Footscray Park, City Flinders.
Prerequisite(s): HPE 1204 Exercise Physiology, HPE 1202 Biomechanics, or equivalent.

Content: This subject 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. The age- and gender-specific acute physiological responses to exercise will be examined in children and adolescents, including cardiorespiratory, metabolic, musculoskeletal and thermoregulatory responses, as well as muscular strength, endurance and efficiency. The subject also examines appropriate exercise testing and relevant physical activity and training principles for children and adolescents. Students will familiarise students with the biomechanical factors relating to the analysis of human movement in children and adolescents. Topics include the 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, and 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 HPE1204 Sports Physiology, Sports HPE1202 Biomechanics and HPE2103 Growth, Development and Ageing.

Required Reading: Specific journal articles to be advised.


**Class Contact** Four hours per week for one semester comprising two one-hour lectures and one two-hour laboratory class.

**Assessment** Final examination, 40%; individual assignment and presentation, 30%; laboratory reports 30%.

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**HPE3219 ADAPTED PHYSICAL EDUCATION**

**Campus** Footscray Park

**Prerequisite(s)** None.

**Content** The content of the subject 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

**Required Reading** KEY WEB SITE: http://www.ncpad.org
http://www.waipot.org.au; Give it A Go: Including People with Disabilities in Sport and Physical Activity; Belconnen: Australian Sports Commission

**Recommended Reading** During each class session a range of contemporary Adapted Physical Education reading will be distributed to the students via Web-CT to review and to discuss in class. Adapted Physical Activity NCPAD [http://www.ncpad.org] (Health promotion, wellness/disability, printed version) Health Promotion for People With Disabilities: The Emerging Paradigm Shift From Disability Prevention to Prevention of Secondary Conditions Can Disability, Chronic Conditions, Health and Wellness Coexist? Slide Show Health Promotion for Persons with Disabilities: A New Era for a Neglected Population Intellectual Disability [Disability, quick links] NCPAD [http://www.ncpad.org] Developmental Disability and Fitness Down Syndrome and Exercise Mental Retardation & Fitness Abstracts V.U.T. University Library: Physical fitness of adults with an intellectual disability: a 13-year follow-up study: Graham,-A; Reid,-G JOURNAL: Research-quarterly-for-fitness of adults with an intellectual disability: a 13-year follow-up study: Graham,-A; Reid,-G

**Assessment** Resource file and diary, 50%; assignment/presentation, 25%; examination, 25%.

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**HPE3280 TEAM SPORTS**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** In this subject the nature and characteristics of team sports will be examined both theoretically and practically. In particular students will experience being part of a team through the practical activities of the class over the semester. Associated with this experience students will study and report on the dynamics of a team in terms of its management structure, the coaching and training system, in operation and the psycho-social characteristics of the team.

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

**Subject Hours** Three hours per week for one semester comprising one one-hour of lecture/seminar and two hours of practical sessions or the equivalent.

**Assessment** Resource file and diary, 50%; assignment/presentation, 25%; examination, 25%.

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**HPE4300 DIRECTED STUDIES 1A (1 UNIT)**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** 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 course. The directed study will be flexible, permitting a whole range of equivalent exercise 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 subject. 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.

**Required Reading** To be advised by supervisor.

**Subject Hours** Independent study. Contact to be arranged by supervisor.

**Assessment** Contracted educational exercises (e.g. annotated bibliographies, review paper(s), instrumentation design, pilot project, performance piece, performance critique, etc.), 100%.

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**HPE4310 DIRECTED STUDIES 1B (1 UNIT)**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** 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 course. The directed study will be flexible, permitting a whole range of equivalent exercise 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 subject. 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. 

**Required Reading** To be advised by supervisor.

**Subject Hours** Independent study. Contact to be arranged by supervisor.

**Assessment** Contracted educational exercises (e.g. annotated bibliographies, review paper(s), instrumentation design, pilot project, performance piece, performance critique, etc.), 100%.

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**HPE4320 DIRECTED STUDIES 2A (2 UNITS)**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** 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 course. The directed study will be flexible, permitting a whole range of equivalent exercise 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 subject. 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.

**Required Reading** To be advised by supervisor.

**Subject Hours** Independent study. Contact to be arranged by supervisor.

**Assessment** Contracted educational exercises (e.g. annotated bibliographies, review paper(s), instrumentation design, pilot project, performance piece, performance critique, etc.), 100%.

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**HPE4330 DIRECTED STUDIES 2B (2 UNITS)**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** 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 course. The directed study will be flexible, permitting a whole range of equivalent exercise 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 subject. 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.

**Required Reading** To be advised by supervisor.

**Subject Hours** Independent study. Contact to be arranged by supervisor.

**Assessment** Contracted educational exercises (e.g. annotated bibliographies, review paper(s), instrumentation design, pilot project, performance piece, performance critique, etc.), 100%.

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**HPE4340 DIRECTED STUDIES 3 (3 UNITS)**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** 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 course. The directed study will be flexible, permitting a whole range of equivalent exercise 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 subject. 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.

**Required Reading** To be advised by supervisor.

**Subject Hours** Independent study. Contact to be arranged by supervisor.

**Assessment** Contracted educational exercises (e.g. annotated bibliographies, review paper(s), instrumentation design, pilot project, performance piece, performance critique, etc.), 100%.

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**HPE4460 DRAMA 2A: SCRIPTED PRODUCTION**

**Campus** Footscray Park

**Prerequisite(s)** HPE8010 Drama 1A; or equivalent.

**Content** This subject focuses on the production and presentation for five performances of a play or similar theoretical pre-scripted work. Included in the subject will be the preparation and adaptation of script, technical design and plotting, stage management and light/sound operation. This subject allows some scope for a student director to work with the lecturer.

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

**Subject Hours** Four hours per week for one semester in practical/rehearsal.

**Assessment** Progressive assessment based on contribution to rehearsal process and the production, 50%; performance, 50%.

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**HPE4610 DRAMA COMPOSITION**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** This subject provides the opportunity to examine contemporary methods devices and modes of presentation in drama and to provide and develop these in the making of an original work. Included for study are, sources of conception, text, documentary and image, methods of development, writing, improvisation and scripting organisation and development of imagery, rhythm and tension, the performing space and the performer’s relationship to audience. Emphasis is placed on critical evaluation.

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

**Subject Hours** Four hours per week for one semester comprising one-one hour lecture, one-one hour tutorial and one two-hour practical/seminar.

**Assessment** Presentation of composition 1, 40%; presentation of composition 2, 60%.
**HPE4630 DRAMA 2B: DRAMA IN THE COMMUNITY**

Campus: Footscray Park

**Prerequisite(s):** Nil

**Content:** This subject has been designed to provide students completing a drama major or stream with an opportunity to work with a theatrical group in the community (preferably in the western region of Melbourne). After consultation between host company and the supervising lecturer, students take up one of the following roles/tasks: director (in special circumstances); assistant director; production manager; stage manager; lighting and sound operator; design and costume; and front of house management.

**Required Reading:** To be advised by supervising staff and host.

**Subject Hours:** Four hours per week for one semester as arranged between supervising staff and host company. Supervising staff and student to meet at least once a week.

**Assessment:** Progressive assessment during rehearsal and production as assessed by host and supervising staff, 60%; presentation/performance, 40%.

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**HPE4640 CONTEMPORARY PERFORMING ARTS**

Campus: Footscray Park

**Prerequisite(s):** Nil

**Content:** This subject provides students with content and practice in contemporary performance criticism, its purposes and values and an understanding that performance is influenced and influences other artistic and cultural developments. Included will be development of performance criticism, the influence of aesthetics, positions and ideology approaches and purposes of analysis, the influences of the visual arts and linguistics on performance and performance criticism and performance contexts and their implication.

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

**Subject Hours:** Three hours per week for one semester comprising one one-hour lecture and one two-hour tutorial.

**Assessment:** Folio of critiques, 60%; progressive assessment and contribution to class, 40%.

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**HPE5100 NETBALL**

Campus: Footscray Park, Melton

**Prerequisite(s):** Nil

**Content:** The aim of this subject is to introduce students to the sport of Netball. Students will be provided with the opportunity to develop their own individual skills and their knowledge and understanding of team sport. Netball will be studied in an historical and sociocultural context and the contribution of sport science to the modern game will be examined.

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

**Subject Hours:** Three hours per week for one semester comprising one one-hour lecture and one two-hour practical.

**Assessment:** Skill development, 50%; assignment, 20%; examination, 30%.

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**HPE5110 BASKETBALL**

Campus: Footscray Park, Melton

**Prerequisite(s):** Nil

**Content:** The aim of this subject is to introduce students to the sport of Basketball. Students will be provided with the opportunity to develop their own individual skills and their knowledge and understanding of team skill. Basketball will be studied in an historical and sociocultural context and the contribution of sport science to the modern game will be examined.

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

**Subject Hours:** Three hours per week for one semester comprising one one-hour lecture and one two-hour practical.

**Assessment:** Skill development, 50%; assignment, 20%; test, 30%.

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**HPE5140 SOCCER**

Campus: Footscray Park, Melton

**Prerequisite(s):** Nil

**Content:** The aim of this subject is to introduce students to the sport of Soccer. Students will be provided with the opportunity to develop their own individual skills and their knowledge and understanding of team skill. Soccer will be studied in an historical and sociocultural context and the contribution of sport science to the modern game will be examined.

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

**Subject Hours:** Three hours per week for one semester comprising one one-hour lecture and one two-hour practical.

**Assessment:** Skill development, 50%; assignment, 20%; test, 30%.

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**HPE5170 CRICKET**

Campus: Footscray Park, Melton

**Prerequisite(s):** Nil

**Content:** The aim of this subject is to introduce students to the sport of Cricket. Students will be provided with the opportunity to develop their own individual skills and their knowledge and understanding of team skill. Cricket will be studied in an historical and sociocultural context and the contribution of sport science to the modern game will be examined.

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

**Subject Hours:** Three hours per week for one semester comprising one one-hour lecture and one two-hour practical.

**Assessment:** Skill development, 50%; assignment, 30%; test, 20%.

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**HPE 6120 AEROBIC CONDITIONING (3 UNITS)**

Campus: Footscray Park

**Prerequisite(s):** Nil.

**Content:** The aim of this subject is to familiarise students with a variety of aerobic and group fitness programs. Students will expand their general exercise knowledge and maintain their own fitness capacity to a standard that they can comfortably participate in and teach components of a fitness class. They will also become familiar with variations in group instruction class styles including special populations and demonstrate leadership, communication and teaching skills required for an exercise professional.

**Required Reading:** Handouts will be provided.


**Subject Hours:** Three hours per week for one semester comprising one one-hour lecture and one two-hour laboratory.

**Assessment:** Final written exam (40%); final practical exam (40%); written assignment (20%).

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**HPE6130 TRACK AND FIELD**

Campus: Footscray Park

**Prerequisite(s):** HPE1310 Athletics; or equivalent.

**Content:** An advanced subject that looks at the biomechanical and physiological requirements of individual track and field events. The subject provides the opportunity for the personal development of physical skills and for the attainment of technical knowledge necessary to successfully evaluate and plan clients’ training and competition programs.


Subject Hours Three hours per week for one semester comprising one one-hour lecture and one two-hour practical session.

Assessment Assignment, 20%; progress and participation, 30%; class presentation, 20%; examination, 30%. All components of the assessment must be satisfactorily completed.

HPE6165 ADVANCED RESISTANCE TRAINING

Campus Footscray Park, Melton.

Prerequisite(s) HPE2180 Resistance Training; or equivalent.

Content This subject deals with sports specific conditioning and aspects of muscular reconditioning. Emphasis will be placed on designing periodised programs specific to sports. Issues relating to reconditioning exercises and contraindicated movements related to specific injuries will be addressed. Students will be exposed to areas of conditioning such as plyometrics, Olympic weight lifting, powerlifting and testing procedures. Students will be encouraged to develop skills to critically evaluate exercises for specific populations, to develop confidence in the more advanced lifts and to become competent at forming long term training plans.

Required Reading To be advised by lecturer.


Subject Hours Three hours per week for one semester comprising one and one-half hour lecture and one and one-half hour practical.

Assessment Tests, 30%; assignment, 20%; practical examination, 30%; final examination, 20%.

HPE6170 PERSONAL TRAINING

Campus Footscray Park.

Prerequisite(s) HPE2180 Resistance Training; or equivalent.

Content The aim is for students to gain the knowledge and develop the skills to work in a variety of one on one personal training settings. This means that they will learn about developing their personal training market as their own business, working for a consultant or operating within an existing fitness centre. This subject will utilise information from other core and elective subjects but place it in context of working with individual clients with topics including business/ethical considerations and marketing, equipment considerations, professional issues, programming recommendations, applied health/fitness assessments and resources for personal trainers.


Subject Hours Three hours per week for one semester comprising one one-hour lecture and one two-hour seminar/laboratory or equivalent.

Assessment Experience logbook [50%]; final exam [50%].

HPE6270 TENNIS

Campus Footscray Park, Melton

Prerequisite(s) Nil

Content The aim of this subject is to introduce the game of tennis. The game will be examined from the following perspectives: physiology and biomechanics of stroke production; rules and interpretation; history of tennis; analysis; umpiring and refereeing; tournament organisation; doubles and singles play etiquette.

Required Reading Tennis Australia 1994, OTC Coaching Manual. Tennis Australia 1992, ACE Tennis vols 1, 2 and 3.

Subject Hours Three hours per week for one semester comprising one one-hour lecture and one two-hour practical.

Assessment Skill analysis, 30%; term paper or test, 30%; class presentation, 40%. All components of assessment must be satisfactorily completed.

HPE6300 GOLF

Campus Footscray Park.

Prerequisite(s) Nil

Content The aims of this subject are to: introduce students to the game of golf; expose students to the etiquette and demeanour of the game; develop the skills so that the student can go to a course and play a game successfully and competently; and, further examine factors that influence the golf swing and acquire a working knowledge of the rules of golf.


Subject Hours Three hours per week for one semester comprising one one-hour lecture and one two-hour laboratory experience, or the equivalent plus attendance at a residential golf camp.

Assessment Test, 30%; practical skill test, 70%.

HPE7000 CAMPING

Campus Footscray Park, Melton

Prerequisite(s) Nil

Content Camping is designed to familiarise the student with the basic planning, organisational and administrative aspects of base camping. It should acquaint students with the skills, resources, knowledge, values and philosophies of camping, and in particular, the role of the camp leader/organiser.

Required Reading To be advised by lecturer.

Subject Hours Three hours per week for one semester comprising one one-hour lecture and two hours practical or the equivalent.

Subject Hours Subject involves residential field trips.

Assessment Assignments/projects 30%; skills development, 30%; theory application 40%. All components of assessment must be satisfactorily completed.

HPE7010 CANOEING AND KAYAKING

Campus Footscray Park, Melton

Prerequisite(s) HPE1340 Swimming 1 or the equivalent.

Content This subject imports paddling and boat handling skills in kayaks and open Canadian canoes on still water, open water and down river (to grade 2 white water). It also teaches safety rules and procedures associated with canoeing and canoeing equipment. Most teaching will be done on local waters but will include at least one intensive experience on a major river on a weekend trip basis. Other areas of instruction covered may include rolling and rescue in kayaks, slalom course negotiation, canoe polo, and additional training regimes that employ canoe games. All instruction in white water/touring kayaks and canoes.

Required Reading To be advised by lecturer.
HPE7030 ROCK CLIMBING

Campus Footscray Park, Melton
Prerequisite(s) Nil
Content Students will study the theory of Top roping and Abseiling. Practical instruction will cover knot tying, equipment, safety procedures, belaying techniques, communications and movement on rock face and abseiling techniques.
Required Reading To be advised by lecturer.
Subject Hours Three hours per week for one semester comprising one hour theory and two hours practical, or equivalent.
Assessment Skill development, 50%; test, 20%; assignment, 30%.

HPE7050 CROSS COUNTRY SKIING

Campus Footscray Park, Melton
Prerequisite(s) Nil
Content The aim of this subject is to: assist students gain an appreciation of the theory and practical application of cross country skiing (Nordic skiing); introduce safety as a priority when conducting practical sessions in an alpine environment; clarify the distinction between Cross Country and Alpine Skiing; review the history and development of Cross Country Skiing; review ski equipment construction/design/use; review pre-ski fitness, health, personal welfare and hypothermia; introduce planning and safety requirements for short and extended ski tours; introduce skiing techniques, ski skating to classical skiing; ski maintenance and preparation; ski teaching progression; clothing/specific for active sport in cold climate; accident procedures; consider importance of nutrition and fluid consumption; consider skiing with disabilities/progressions and exercises; engage in (where appropriate) cross country downhill skiing.
Required Reading To be advised by lecturer.
Subject Hours Two hours, for six weeks and a six-day residential ski program for which the student will be required to pay the fee for accommodation/meals, transports, ski lessons, and ski ticket (if required).
Assessment The assessment for this subject will be allocated on the basis of: theory application, examination – two hours, 40%; practical application – five day ski lesson program, skiing progression and technique, 60%. All components of assessment must be satisfactorily completed.

HPE7070 SNOW SKIING

Campus Footscray Park, Melton
Prerequisite(s) Nil
Content The aim of this subject is to: assist students gain an appreciation of the theory and practical application of alpine skiing; introduce safety as a priority when conducting practical sessions in an Alpine environment; clarify distinction between Alpine and Cross Country Skiing; review pre-ski fitness, health, personal welfare and hypothermia; introduce skiing technique, progression, movement, teaching techniques; progression, psychology of learning to ski; clothing/design/materials/layering; accident procedures.
Required Reading To be advised by lecturer.

HPE70700 SAILING

Campus Footscray Park, Melton
Prerequisite(s) HPE1340 Swimming 1 or the equivalent.
Content The subject aims to impart basic sailing knowledge to beginners, to make students proficient in all basic aspects of sailing dinghies, to make students aware of recreational aspects of sailing and to give students basic training in the racing of dinghies.
Required Reading To be advised by lecturer.
Subject Hours Attendance at a five-day sailing camp involving theoretical and practical instruction.
Assessment Progress assessment, 100%.

HPE7090 ADVENTURE ACTIVITY

Campus Footscray Park, Melton
Prerequisite(s) Nil
Content Adventure activities are becoming an important feature for industry training areas such as management training and youth development. This subject aims to develop specific adventure programming skills and examine critical program design elements. The subject will cover a balance of the theory and concepts of adventure-based learning with the skills and safety procedures necessary to lead the activities. Activities will include cooperative warm-ups; non-traditional group games; trust and initiative games; and challenge ropes courses.
Subject Hours The subject is based on three hours of contact per week for one semester. This will comprise classroom sessions and workshop based at an adventure camp setting.
Assessment To be determined by lecturer.

HPE7092 ADVENTURE LEADERSHIP

Campus Melton, Footscray Park
Prerequisite(s) HPE7090 Adventure Activities or equivalent.
Content The subject will provide an activity based curriculum featuring adventure based learning activities, concepts and practices. Emphasis will be on developing specific leadership experience with adventure/recreation programs, as well as examining critical leadership and program design elements. The subject curriculum will aim to allow students an opportunity to: select, sequence and present adventure based learning activities; examine their leadership style using group feedback and self-assessment inventories; improve observation, intervention and processing skills; manage the safety of a group; explore a variety of
program design issues including needs assessment and evaluation. An important objective of the subject will be to provide opportunities for students to present a selection of activities and receive feedback on their performance. Within a positive and supportive atmosphere, the students will be able to present some new activities, take a few risks, and receive immediate feedback from their peers and subject instructors.


Recommended Reading Rohrke, K.E. 1989, Cowstails and Cobras II: A Guide to Games Initiatives, Ropes Courses and Adventure Curriculum, Kendall Hunt Publishing Co. Iowa, USA.


Subject Hours Three hours per week for one semester comprising one hour theory/lecture and two hours practical or the equivalent. Subject Hours may include residential experiences for in depth program development. Students may be required to meet costs associated with off-Campus experiences such as accommodation, transportation, etc.

Assessment Class participation, 20%; adventure activity participation and critique, 60%; written assignment, 20%. Students will be expected to attend all classes and/or residential workshops. Assignments will be designed to allow students to relate the theoretical aspects of the subject to the application of programs. Since much of the subject will be experiential, some of the assessment will be based on levels of participation in adventure activities.

HPE7100 BUSHWALKING

Campus Footscray Park, Melton

Prerequisite(s) Nil

Content An activity subject designed to give students an understanding of the physical, mental and social demands of bushwalking and lightweight camping. Caring for, and appreciation of the bush environment will be a major emphasis of the subject. The subject commences with formal classes to teach students navigation and basic camp craft (including tent pitching, cooking with fuel stoves, using a back-pack, hygiene and basic first aid in the bush. Students will then be required to participate in planned bushwalks.

Required Reading To be advised by lecturer.

Subject Hours Three hours per week for one semester comprising one hour theory and two hours practical or the equivalent. Subject hours will involve overnight field trips.

Assessment Assignments/projects, 30%, skills development, 30%, theory application, 40%. All components of assessment must be satisfactorily completed.

HPE7102 ADVANCED BUSHWALKING

Campus Campus Melton, Footscray Park

Prerequisite(s) HPE7100 Bushwalking or equivalent.

Content This subject is activity based and builds on the skills and experience acquired in HPE7100 Bushwalking. Upon completion of the subject, students should be aware of and able to demonstrate satisfactorily the skills and techniques involved in participating on and planning of safe, responsible and meaningful extended lightweight bushwalking trips. This would include advanced navigation, leadership, campcraft, trip management and remote first aid. Following a period of supervised preparation students will undertake an extended bushwalk in an appropriate location. Students will operate in small groups providing detailed route maps, food and equipment lists, trip journals and an environmental audit.

Required Reading To be advised by lecturer.


Subject Hours Three hours per week for one semester comprising one hour theory/lecture and two hours practical or equivalent. Subject hours will comprise preparatory lectures and one field trip of five to seven days.

Assessment Planning task, 40%; test 30%; skill development 30%. All components of assessment must be satisfactorily completed.

HPE7105 SKI TOURING AND SNOW CAMPING

Campus Footscray Park, Melton

Prerequisite(s) Campus HPE7100 Bushwalking plus at least one of: HPE7050 Cross Country Skiing and/or HPE7070 Snow Skiing (or their equivalents).

Content The subject will enable students to gain basic skills in ski touring and snow camping and an appreciation of the physical, mental and social benefits and demands of these activities. The practical instruction begins with a Training Day followed by a four day snow camp. At the Training Day, satisfactory levels of both fitness and skiing skills will be required in order for students to attend the camp; this is necessary to protect the safety of individuals and the group during the snow camp. The subject includes theoretical and practical instruction in: navigation; construction of snow shelters (snow cave, igloo); ski touring skills; administration of basic First Aid in a cold environment; safety and hygiene at the campsite.


Subject Hours Two hours per week for four weeks; a Training Day; a four-day camp, of which the middle two nights will be spent in snow shelters while the first and fourth nights will be spent in lodges. Students will be required to pay for lodge accommodation, and provide their own food throughout the camp. Equipment requirements will be similar to HPE7100 Bushwalking with the additional requirement for touring skis and boots (cost of hiring these will be borne by the students).

Assessment Theory examination, 30%; performance on the training day, 10%; performance on the camp, 50%; attendance and participation, 10%. To pass the subject requires satisfactory performance at both the training day and the camp.

HPE7111 SPORT EVALUATION STRATEGIES

Campus Footscray Park, Sunbury.

Prerequisite(s) BHO2285 Market Research; or equivalent.

Content The aim of this subject is to give students a sound grounding in the basics of evaluation and performance management in organisations and its application to the administration of Australian sport. A number of different sport structures will be examined including sport events, sport venues, sport leagues, sport associations, and sport clubs. Special attention will be given to feasibility studies, benefit cost analysis, financial measures of performance, market share indicators, customer service ratings, employee and player development measures, and product innovation.
HPE8010 DRAMA 1A

Campus Footscray Park, Melton
Prerequisite(s) Nil
Content This subject introduces students to basic theatre skills, scenic design techniques and exposes them to an actor/audience situation while teaching them the basics of improvisation, mime, basic script work and clowning. Students are encouraged to explore acting and acting techniques that release inhibition and lead to effective dramatic and comic interaction with an audience. Students will visit at least five performances in and around Melbourne and critically review them. Extensive reading in play texts is fostered to expose students to the modern plays/performances, Australian and otherwise.

Required Reading To be advised by the lecturer.
Recommended Reading To be advised by the lecturer.
Subject Hours Three hours per week for one semester comprising practical and seminar sessions.
Assessment Progressive assessment (30%); theatre reviews (25%); overview papers (20%); presentation/performance (25%).

HPE8020 PRODUCTION: MINOR PROJECT

Campus Footscray Park, Melton
Prerequisite(s) HPE8010 Drama 1A; or equivalent.
Content This subject involves students in the research, compilation, rehearsal, final production and performance of a theatrical piece. This may be a play, a piece of documentary theatre, or a performance of collage worked up from improvisations. Emphasis is laid on students developing their own skills and learning the basics of new ones in the area of acting, lighting, sound, costume and preparation of sound cue tapes. Students will be encouraged to involve themselves fully and will be given basic instruction in lighting sound and technical operation.

Required Reading To be advised by lecturer.
Subject Hours Three hours per week for one semester in practical/rehearsal.
Assessment Progressive assessment based on contribution to developing the production and completion of tasks, 50%; performance, 50%.

HPE8280 STYLE AND STRUCTURE OF THEATRE

Campus Footscray Park, Melton
Prerequisite(s) Nil
Content This subject examines the historical development of the style and structure of dramatic performance from the Classic period to the present. The specific styles of Classical, Medieval, Elizabethan, Realism, Naturalism, Symbolism and the Absurd are examined in conjunction with the development of theatrical space, historical context and their relation to contemporary performance.

Subject Hours Three hours per week for one semester comprising one one-hour lecture and one two-hour seminar/practical session.
Assessment Participation (contribution to seminar/practical session and completion of set tasks) 20%; presentation (40%); test (40%).

HPL1185 INTRODUCTION TO RECREATION AND FITNESS

Campus Footscray Park, Melton
Prerequisite(s) Nil
Content The introduction to the field of recreation and fitness from the community service, public and commercial perspectives will provide the focus to this subject. It will assist students to gain an understanding of basic leisure, fitness and play theory so they can develop a personal and professional philosophy about recreation, fitness and leisure. Theoretical approaches to the socialisation process will be discussed in order to understand human motivation in the context of recreation and physical activity pursuits. The historical development of recreation and fitness services in Australia and to a less extent overseas will also be part of the content. The subject introduces students to a broad range of historical, psychological, socio-cultural and economic perspectives considered relevant for personnel working in the area of recreation and fitness leadership. Theoretical approaches to the socialisation process will be discussed in order to understand human motivation and physical activity. Issues relating to human differences, health and illness, and social demand for fitness introduced to provide a knowledge base for understanding the role of fitness and exercise in modern society.

Recommended Reading Commonwealth Government
Department of Arts, Sport and Tourism, Physical Activity Levels of...
**HPL1216 PHYSICAL GROWTH AND DEVELOPMENT**

**Campus** Footscray Park, Melton  
**Prerequisite(s)** Nil  
**Subject Hours** Two hours of lecture per week for one semester.  
**Assessment** Final examination, 40%; class tests (2), 30%; individual assignment, 30%.

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**HPL3025 AQUATIC ACTIVITY A**

**Campus** Footscray Park, Melton  
**Prerequisite(s)** Nil  
**Content** This subject is designed to provide the students with a comprehensive knowledge of the sport of swimming. The subject will also provide the students the opportunity to earn the AustSwim Teaching Certificate.  
**Required Reading** *AustSwim Text*.  
**Subject Hours** Three hours per week for one semester comprising one two-hour lecture/laboratory.  
**Assessment** Lecture and practical attendance, 20%; theory component, 50%; practical examination, 30%.

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**HPL3095 TEACHING SWIMMING**

**Campus** Footscray Park, Melton.  
**Prerequisite(s)** Ability to swim.  
**Co-requisite(s)** HPL3099 First Aid and Sports Injuries; or equivalent.  
**Content** A lecture and practical participation subject designed to provide students with comprehensive knowledge of lifesaving techniques, water safety and swimming. At the completion of the subject, students will be provided with the opportunity to obtain the Royal Life Saving Society of Australia Bronze Medalion Award.  
**Subject Hours** Two hours per week for one semester comprising two-hour lecture/laboratory.  
**Assessment** Lecture and practical attendance, 20%; theory component, 50%; practical examination, 30%.

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**HPL3127 RESISTANCE TRAINING**

**Campus** Footscray Park, Melton.  
**Prerequisite(s)** Nil.  
**Content** This subject is an introduction to the theories, principles and practice of resistance training. The specific contents are as follows: the physiological theories, principles and effects of resistance training; the biomechanical theories and principles of resistance training; resistance training for strength, power and endurance; major muscle groups; compound and isolation exercises; exercise variations; technique and safety; resistance training technology; designing and practicing a personal resistance training program; nutrition and weight training.  

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Subject Hours Three hours per week for one semester comprising lecture/labouratory.
Assessment Take home examination, 60%; exercise logbook, 10%; three exercise demonstrations, 30%.

HPL3900 OUTDOOR RECREATION
Campus Footscray Park, Melton
Prerequisite(s) Nil
Content The subject will introduce students to outdoor recreation and the role of outdoor adventure pursuits in meeting the diverse needs of the community. Students will develop their understanding of the principles of leadership, legal liability, planning and programming, clothing and equipment, and skills development in the outdoor adventure context. Upon completion of the subject, students should be aware of and able to demonstrate satisfactorily the skills and techniques involved in participating on and planning of safe, responsible and meaningful outdoor adventure programs. Students will select one or a combination of the following outdoor adventure activities: canoeing, kayaking, rafting, rock climbing, skiing, bushwalking, cycling and sailing. The conduct of each program will be negotiated with the lecturer in charge and reflect the skills and interest of each group.
Subject Hours Three hours per week for one semester comprising one one-hour lecture and two hour tutorials, practical classes or the equivalent. Subject hours will involve extended field trips.
Assessment Group project, 30%; individual assignments, 40%; examination, 30%. All components of assessment must be satisfactorily completed.

HPR0131 RECREATION ENTREPRENEURSHIP
Campus Footscray Park
Prerequisite(s) Nil
Subject Hours Equivalent to 3 hours per week
Assessment There will be three pieces of Assessment Individual small business proposal – 1500 words (40%); Individual report on an issue in small business development in recreation – 1000 words (30%); Syndicate Project – tender proposal for real recreation project – 1000 words per syndicate member (30%).

HPR0134 INCLUSIVE RECREATION STRATEGIES
Campus Melton
Prerequisite(s) Nil
Content Content for this subject 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.
Subject Hours Equivalent to 3 hours per week.
Assessment Individual Essay/Project (30%), Quizzes (40%), Work integrated learning/industry based project (30%).

HPR0141 BUSHWALKING LEADERSHIP
Campus All Campuses on which the Bachelor of Recreation Management is taught: Currently Footscray Park, Sunbury and Melton.
Prerequisite(s) HEB0080 Theories of Outdoor Education or

HPR0144 THEORY AND APPLICATIONS OF ROCK CLIMBING
Campus All Campuses on which the Bachelor of Recreation Management is taught: Currently Footscray Park, Sunbury and Melton.
Prerequisite(s) HEB0080 Theories of Outdoor Education or HPR1101 Introduction to Recreation or equivalent
Content The subject 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 facilities and equipment; Identification of the effects of groups on cliff environments and explore the application of sustainable environmental and minimal impact strategies and; Planning for inclusive rock climbing experiences; Experiential applications in both educational and recreational settings.
Required Reading


Recommended Reading


Class Contact

48 hours of workshops, and climbing face instruction, practice and experiences.

Assessment

Practical skills and field work 50% [CGA: P1, I1, O1, O2, A1, C1, C2, D1.] 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/presentations 50% [CGA: P1, I1, O1, W1, C1.]

Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will be required to negotiate an area of their studies. The findings of their research are presented to their peers.

HPR0147 THEORY AND APPLICATION OF SNORKELLING

Campus

All Campuses on which the Bachelor of Recreation Management is taught: Currently Footscray Park, Sunbury and Melton.

Prerequisite(s)

HEBO080 Theories of Outdoor Education or HPR1101 Introduction to Recreation or equivalent

Content


Required Reading


Assessment

Group Park Analysis - Report and Presentation (35%), Individual Issue Essay – 1500 words (25%), Mid-Term and Final Examinations (40%).

HPR0242 THEORY AND INSTRUCTION OF RIVER CRAFT

Campus

All Campuses on which the Bachelor of Recreation Management is taught: Currently Footscray Park, Sunbury and Melton.

Prerequisite(s)

HEBO080 Theories of Outdoor Education or HPR1101 Introduction to Recreation or equivalent

Content


Required Reading


Assessment

Group Park Analysis - Report and Presentation (35%), Individual Issue Essay – 1500 words (25%), Mid-Term and Final Examinations (40%).
HRP0243 EXPEDITION LEADERSHIP

Campus All Campuses on which the Bachelor of Recreation Management is taught: Currently Footscray Park, Sunbury and Melton.

Prerequisite(s) HEB0083 Leadership or HPR0141 Bushwalking Leadership

Content The subject 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, planning procedures for an expedition; Risk management and safety procedures; Reflection and review process to assess the effectiveness and learning potential of expeditions.


Websites
Board of Meteorology. www.bom.gov.au
Duke of Education. www.dukeofed.org.au
National Outdoor Leadership School. www.nols.edu
North American Association for Environmental Education. http://eeinlk.net/
Rocky Mountains Institute. www.rmi.org
Reviewing Activities. http://reviewing.co.uk
Victorian National Parks. www.vnpa.org.au
VOEA. www.voeea.vic.edu.au
Wilderness Organisation. www.wilderness.org.au

Class Contact 48 hours of workshops and river trips.

Assessment Practical skills and field work 50% (CGA: P1, I1, O1, O2, A1, C1, C2, D1). 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 50% (CGA: P1, I1, O1, W1, C1). 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.

HPR 0246 THEORY AND APPLICATION OF SKI TOURING

Campus All Campuses on which the Bachelor of Recreation Management is taught: Currently Footscray Park, Sunbury and Melton.

Prerequisite(s) HPR 0141 Bushwalking Leadership

Content The subject will cover: Develop theoretical and practical ski touring skills like: navigation, weather interpretation. Understand the biomechanical principles of skiing and the benefits of effective technique; Building emergency snow shelters, igloos and snow caves. Develop safety and risk management procedures for remote and extreme environments. Beginner and Intermediate skiing techniques with and without heavy packs. Base Camping and journey approaches to ski touring. Appropriate fitness and training techniques. Philosophy and rationale behind taking people into remote and extreme environments; The use of ski touring as a recreational experience.


Class Contact 48 hours of workshops and snow camping experiences.

Assessment Practical skills and field work 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 ski touring experience. Written assignments/presentations 50%. Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research that relates to an aspect of their studies.
Industry Requirements for Bicyclists; Risk management theory and practice, and trip planning. Utilisation of Mountain Biking as a recreational and/or educational experience.

**Required Reading**

**Recommended Reading**


Board Of Meteorology. www.bom.gov.au

National Parks. www.parks-leisure.com.au

Outdoor Education Association. www.voea.vic.edu.au

Risk management. www.mountainsafety.org.nz

VOEA. www.voea.vic.edu.au

Adventurepro. www.adventurepro.com.au

**Class Contact** 48 hours of workshops and cycling day trips.

**Assessment** Practical skills and field work 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 mountain biking experience.

Written assignments/presentations 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 relates to an aspect of their studies. The findings of their research are presented to their peers.

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**HPR0249 THEORY AND PRACTICE OF ADVENTURE PROGRAMMING**

**Campus** All Campuses on which the Bachelor of Recreation management is taught: currently Footscray Park, Sunbury and Melton.

**Prerequisite(s)** HEB0080 Theories of Outdoor Education or HPR1101 Introduction to Recreation or equivalent

**Content** The subject 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.

**Required Reading**

**Recommended Reading**

Board Of Meteorology. www.bom.gov.au

National Parks. www.parks-leisure.com.au

Outdoor Education Association. www.voea.vic.edu.au

Risk management. www.mountainsafety.org.nz

VOEA. www.voea.vic.edu.au

Adventurepro. www.adventurepro.com.au

**Class Contact** 48 hours of workshops and camp program experiences.

**Assessment** Practical skills and field work 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 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 relates to an aspect of their studies. The findings of their research are presented to their peers.

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**HPR0311 FINANCIAL MANAGEMENT IN RECREATION**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** The management of finances is an important component in the delivery of any recreation service. This subject aims to develop a sound understanding of financial management principles and practice within the recreation industry. The content will cover the general financial concepts such as budgets, cash flow, financial statements, pricing, control systems, etc. and then apply them through practical exercises from the recreation industry.

**Required Reading** Case Study Manual to be provided.

**Recommended Reading**

**Subject Hours** Four hours per week for one semester comprising one two-hour lecture and one two-hour tutorial.

**Assessment** Assignments and/or tutorials, 50%; major financial plan report, 50%. All components of assessment must be satisfactorily completed.

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**HPR0321 GRADUATING SEMINAR**

**Campus** Footscray Park.

**Prerequisite(s)** Students must have satisfactorily completed a minimum of 75 per cent of coursework for the degree in Bachelor of Arts (Recreation) or equivalent.

**Co-requisite(s)** Students from any other undergraduate degree wishing to enrol in this subject will need to demonstrate that they have also completed approximately 75 per cent of their course requirements; or equivalent.
**HPR0431 HONOURS THESIS (FULL-TIME)**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** 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 subject 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.

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

**Subject Hours** 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.

**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; b) pass (with an appropriate letter grade) subject to corrections to the satisfaction of the School’s Honours Courses Committee; c) deferred for resubmission after major revision; or d) fail. In the event that there is a major disagreement between the examiners, a third examiner will be appointed.

**HPR0432 HONOURS THESIS (PART-TIME)**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** 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 subject 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.

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

**Subject Hours** 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. 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; b) pass (with an appropriate letter grade) subject to corrections to the satisfaction of the School’s Honours Courses Committee; c) deferred for resubmission after major revision; or d) fail. In the event that there is a major disagreement between the examiners, a third examiner will be appointed.

**HPR1101 INTRODUCTION TO RECREATION**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** Content for this subject 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.


HPR1102 LEADERSHIP IN RECREATION

Campus Footscray Park

Prerequisite(s) Nil

Content The subject will introduce students to leadership in recreation through the study and/or practice of leadership defining theories (historical/contemporary), concepts and application; leadership styles - personal, technical, conceptual and human; human behaviour through ages and stages and leadership; leadership and people skills (communication, motivation, discipline, control); social and environmental influences in the programme and work setting; self-analysis of leadership philosophy, leadership styles and self-esteem; group work and dynamics and the role of the leader and manager; and discussion group leadership in the work context.


Subject Hours Equivalent to 3 hours per week

Assessment Individual Projects/ Essays – 1500 words (35%), Quizzes (40%), Small Group Presentation (25%).

HPR1103 RECREATION ACTIVITIES

Campus Footscray Park

Prerequisite(s) Nil

Content Subject content will include: 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.


Subject Hours Equivalent to 3 hours per week

Assessment Written Assignment – 1500 words (25%), Quiz (25%), Group Presentation (25%), Individual Presentation (25%).

HPR1104 COMMUNICATION SKILLS

Campus Footscray Park

Prerequisite(s) Nil


Required Reading Current Available Text Book - Student to be advised


Subject Hours Equivalent to 3 hours per week

Assessment Short Oral Presentation (and Report) (15%), Conference Presentation and Report – 1000 words (30%), Online Discussions/Activities (25%), Online Quizzes (20%), Attendance & Participation (10%).

HPR1105 SOCIETY AND LEISURE

Campus Footscray Park

Prerequisite(s) Nil

Content Subject will provide the student with an understanding and background in: 1. the nature of sociology; 2. sociological issues and themes and how they influence leisure; 3. role and importance of social institutions in society including leisure; 4. the processes of socialisation of the individual; 5. social institutions in today’s society and diverse communities; 6. politics and leisure; 7. the role and importance of leisure and work in society; 8. social inequality in society and issues that effect it; and, 9. globalisation and popular culture.

Recommended Reading  

**Subject Hours**  
2 hours per week including a two hour lecture and a one hour tutorial

**Assessment**  
Individual Essay - 2000 words (25%), Final Examination (35%), Tutorial abstract presentations (10%), Small Group Presentation (30%).

**HPR1106 RECREATION ACTIVITY LEADERSHIP**  
**Campus** Footscray Park  
**Prerequisite(s)** nil  
**Content** The subject will provide students with understandings and skills in leading recreation activities. Subject 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.

**Required Reading**  

**Assessment**  
**Subject Hours** Equivalent to 3 hours per week  
**Content** This description should be as specific as possible and indicate the achievement level for each Core Graduate Attribute attached to each assessment task. In the case of examinations, the duration and any special conditions should be outlined, and for assignments/essays the relevant word limit.  
Written Assignment – (25%) Quiz (25%) Group Presentation (25%)  
P1)(C1) Individual Presentation (25%)  

**HPR1201 RECREATION MANAGEMENT**  
**Campus** Footscray Park  
**Prerequisite(s)** Nil  
**Content**  

**Required Reading**  

**Recommended Reading**  

**Assessment**  
**Subject Hours** Equivalent to 3 hours per week  
**Content** This description should be as specific as possible and indicate the achievement level for each Core Graduate Attribute attached to each assessment task. In the case of examinations, the duration and any special conditions should be outlined, and for assignments/essays the relevant word limit.  
Written Assignment – (25%) Quiz (25%) Group Presentation (25%)  
P1)(C1) Individual Presentation (25%)  

**HPR1202 RECREATION PROGRAMMING**  
**Campus** Footscray Park  
**Prerequisite(s)** Nil  
**Content** The subject will provide students with opportunities to learn about: 1. the overall programming process; 2. recreation programming models; 3. the impacts of current recreation trends/ issues; 4. the impact of the people’s life stages on likely recreation needs; 5. the specifics of programming including needs  
**Assessment**  
**Subject Hours** Equivalent to 3 hours per week  
**Content** This description should be as specific as possible and indicate the achievement level for each Core Graduate Attribute attached to each assessment task. In the case of examinations, the duration and any special conditions should be outlined, and for assignments/essays the relevant word limit.  
Written Assignment – (25%) Quiz (25%) Group Presentation (25%)  
P1)(C1) Individual Presentation (25%)  

**Recommended Reading**  

**Assessment**  
**Subject Hours** Equivalent to 3 hours per week  
**Content** This description should be as specific as possible and indicate the achievement level for each Core Graduate Attribute attached to each assessment task. In the case of examinations, the duration and any special conditions should be outlined, and for assignments/essays the relevant word limit.  
Written Assignment – (25%) Quiz (25%) Group Presentation (25%)  
P1)(C1) Individual Presentation (25%)  

**Recommended Reading**  

**Subject Hours** The course will entail a two-hour lecture and a one-hour tutorial.

**Assessment**  
**Subject Hours** The course will entail a two-hour lecture and a one-hour tutorial.

**Assessment**  
Program Plan – equivalent to 1500 words (30%), Program Activity – Group Presentation (30%), Subject Test (20%), Subject Examination (20%).
HPR1203 COMPUTERS IN RECREATION
Campus Footscray Park
Prerequisite(s) Nil
Content The subject topics that will be applied to recreation settings include: 1. computer technology and processes; 2. impact of computing on lifestyles including recreation; 3. windows platform processes (e.g. folders, copying files, printing); 4. recreation word processing (e.g. copy, cut, format; save) applications (e.g. reports, memos, letters, flyers); 5. recreation spread sheet (e.g. copy, cut, format, calculation, sheets, sorting, save) applications (e.g. membership lists, attendance records); 6. accessing databases; 7. recreation presentation applications (continuous slide show); and, 8. communication applications in recreation (e.g. email, web access).
Required Reading Manuals on various computer programs.
Recommended Reading Collection of articles developed by staff
Subject Hours Equivalent to 3 hours per week including a weekly 2 hour computer laboratory workshop
Assessment Individual Essay - 1000 words (20%), Examinations (30%), Exercises (50%).

HPR1204 DISABILITY AWARENESS AND RECREATION
Campus Footscray Park
Prerequisite(s) Nil
Content Subject content will include: 1. historical background of disability; 2. clarification of values and attitudes toward disability; 3. sociological, psychological and physical characteristics of individuals with disabilities; 4. philosophical issues relevant to disability; 5. inclusive leadership strategies; 6. transfer and transportation techniques; 7. inclusion, integration, mainstreaming, and normalization practices; 8. duty of care; and, 9. safety issue.
Subject Hours One hour lecture and two hour tutorial.
Assessment Individual Essay/Report – 1500 words (25%), 2. Quizzes (50%), Disability Experience (10%), Work Integrated Learning (15%).

HPR1205 RECREATION CAREER DEVELOPMENT 1
Campus Footscray Park
Prerequisite(s) Nil
Content This subject introduces students to the career development program in recreation. Students obtain knowledge of the nature of recreation careers and the career opportunities available in recreation from a variety of sources including guest speakers working in the recreation industry, peer group presentations, and web based resources. The subject 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 organizations 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 e.g. networking, the career placement board, and career development database or guest speakers. Completion of 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 emphasized and reinforced by testimonies from recent graduates.
Recommended Reading Collection of articles as advised
Subject Hours Equivalent to 1 hour per week on Campus using a variety of lectures and workshops and 2 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%)

HPR2003 MANAGEMENT PRACTICE IN RECREATION
Campus Footscray Park, Melton
Prerequisite(s) Nil
Content This subject will incorporate the concepts of personnel, marketing and financial management within the recreation industry. It will include the principles of organisational design and planning by covering the methods of delivering recreation services. In particular, it will cover the basics of managing people; managing customer services; and managing finances.
Required Reading To be advised by lecturer.
Subject Hours Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial.
Assessment Individual investigation, 25%; group research and presentation, 25%; take home examination, 50%. All components of the assessment must be satisfactorily completed.

HPR2009 RECREATION SERVICES MARKETING
Campus Footscray Park, Melton
Prerequisite(s) HPR0126 Introduction to Recreation Management; or HPR2003 Management Practice in Recreation; or equivalent.
Content The subject 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
market information systems; market segmentation and target markets; marketing mix; market controls and key performance indicators; development of marketing plans; relationship marketing; and internet marketing will provide the focus for the subject.

**Required Reading**

Morgan, M. (1996). Marketing for leisure and tourism. Europe; Prentice-Hall. A selection of tutorial readings is also prescribed and will be available from the library reserve system.

**Recommended Reading**


**Class Contact**

Thirty-nine hours of Class Contact, comprising two hours of lectures and one hour of tutorial over 13 weeks. This will include some flexible delivery based on work integrated learning, field visits and workshops.

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**HPR2301 RECREATION SERVICES MARKETING**

**Campus**

Footscray Park & Melton

**Prerequisite(s)**

Nil

**Content**

The subject 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 subject.

**Required Reading**


**Recommended Reading**


**Subject Hours**

Equivalent to 3 hours per week

**Assessment**

Assessment will be based on: An Applied Marketing Syndicate Project – up to 1000 words per person in the syndicate (35%) [this assignment will require a work integrated learning approach based at VU Aquatic and Fitness Centre or similar setting], a marketing review of a recreation or community service – 2000 words (40%), Final Examination (25%).

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**HPR2302 RECREATION CAREER DEVELOPMENT 2**

**Campus**

Footscray Park & Melton

**Prerequisite(s)**

Nil

**Content**

1. Students learn a number of job-hunting strategies and practically apply these to a search using currently advertised positions; 2. The Holland Self Directed Search is completed to introduce the students to the importance of self-understanding in any job search - students apply the search to themselves; 3. Information interviewing is taught to the students who then go out into the recreation industry to conduct an information interview with a person in a job position to which the student aspires; 4. Collection and analysis of all recreation related job advertisements in newspapers over several weeks; 5. Students obtain and interpret a job description for a real job that appeals to them; 6. Students learn job interview techniques and practice job interviewing using the job description; and 7. Students write a resume tailored to the job of their choice.

**Required Reading**

Students will work with material such as: The Age Newspaper ‘My Career’ section. The Australian newspaper job advertisement sections. Seek.com web site. Victoria University Career web site

**Recommended Reading**


**Subject Hours**

Equivalent to 2 hours per week

**Assessment**

All assignments are submitted individually. 1. Newspaper job advertisement assignment (20%) 2. Information Interview assignment (20%) 3. Class presentation (20%) 4. Personal Resume (20%) 5. Holland Self Directed Search (20%)

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**HPR2303 OUTDOOR RECREATION**

**Campus**

Melton

**Prerequisite(s)**

Nil

**Content**


**Required Reading**


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**Subject Hours**

Equivalent to 3 hours per week

**Assessment**

Assessment will be based on: An Applied Marketing Syndicate Project – up to 1000 words per person in the syndicate (35%) [this assignment will require a work integrated learning approach based at VU Aquatic and Fitness Centre or similar setting], a marketing review of a recreation or community service – 2000 words (40%), Final Examination (25%).

Subject Hours Equivalent to 3 hours per week with a 1 hour lecture and a 2 hour workshop

HPR2304 RECREATION EVENT MANAGEMENT
Campus Footscray Park
Prerequisite(s) Nil
Content 1. The importance of cultural origins to society; 2. basic principles and processes involved in designing, organising and delivering recreational events; 3. an introduction to human resource management for events; 4. teamwork and group processes that are integral to event delivery; 5. 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; 6. the logistics of working as part of a project team and within the context of a larger organization; 7. the role and importance of recreation events within the overall recreation industry; 8. applying the principles of project management in a syndicate group project; and, 9. introduction to legal liability and risk management in relation to events.
Subject Hours Equivalent to 3 hours per week with a 2 hour lecture and a 1 hour tutorial
Assessment Individual Essay - 1500 words (20%), Examination (25%), Program project (25%), Small Group Project (30%).

HPR2305 SOCIAL PSYCHOLOGY OF RECREATION
Campus Footscray Park & Melton
Prerequisite(s) Nil
Content The subject topics include: 1. psychological nature of leisure; 2. determinants of leisure; 3. nature of play; 4. development, socialisation and play; 5. leisure motives and motivation; 6. leisure attitudes and values; 7. immediate outcomes of recreation; 8. long term outcomes of recreation; 9. leisure constraints; and, 10. leisure boredom.
Subject Hours Equivalent to 3 hours per week including weekly 1 hour tutorials
Assessment 1. Individual Essay - 1500 words (30%) 2. Examinations (45%) 3. Small Group Presentation (25%)


Subject Hours Equivalent to 3 hours per week

Assessment Assessment will be based on: 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.

HPR2404 RECREATION & COMMUNITY DEVELOPMENT

Campus Footscray Park

Prerequisite(s) Nil


Recommended Reading Additional reading will be included in a collection of journal and other periodical articles.

Subject Hours 3 hours per week made up of a one-hour tutorial lecture with a two hour tutorial

Assessment Individual Essay - Profile of a Community Development - 1500 words (20%), Mid-term Examination (20%), Small group project and presentation (35%), Final exam (25%)

HPR3003 RECREATION PROGRAM MANAGEMENT

Campus Footscray Park and Melton

Prerequisite HPR2008 Recreation Program Development or equivalent

Content The subject will apply the principles of recreation programming in the context of developing recreation programs with an industry partner. In particular the subject will focus on the complexities of developing a thorough recreation plan with a particular emphasis on managing the staff of a syndicate group. The subject will also expect the students to apply the principals of recreation marketing and financial management in the context of a detailed recreation program plan.


Class contact: The subject will be based on 39 hours of class contact over 13 weeks. Because of the range of methods of teaching with the emphasis on work integrated learning, there will be significant class time that will be industry directed in the work place.

Assessment Students will be assessed in the following ways: Production of a staff management plan – 1000 words - 20% Production of a detailed recreation program plan – syndicate project up to 1500 words per person in the syndicate teams - 60% Individual review and reflection on team developments and working in an applied setting – 1000 words – 20%.

HPR3501 LEGAL ISSUES IN RECREATION

Campus Footscray Park & Melton

Prerequisite(s) Nil

Content The subject will cover the following topics: 1. The legal contexts of recreation services, recreation in a constitutional democracy; 2. Sources of the law and the regulation of recreation; 3. Law and the structure of recreation service providers (sole agent, corporations, voluntary associations); 4. Disputes, litigation, adversarial procedures and other resolutions; 5. Regulation by statutory authorities; 6. Contracts, their nature, maintenance and adversarial procedures and other resolutions; 7. Negligence and other liability in tort; 8. Criminal liability and statutory offences; 9. Employment Lay and occupational breaches; 10. Discrimination laws - free and equal access; 11. leisure in the life cycle; and, 8. The community resources for the aged at the local, state, and national level.

Required Reading Collection of papers and cases prepared by lecturer


Subject Hours Equivalent to 3 hours per week

Assessment Mid-semester Test (15%), Major Essay - 1500 words (30%), Small Group Tutorial Project – Legal issues in recreation (20%), Examination (35%)

HPR3502 RECREATION PLANNING & POLICY

Campus Footscray Park & Melton

Prerequisite(s) Nil

Content The subject will cover the following topics: 1. recreation planning and policy context; 2. recreation planning’s impact on urban, regional, state and National policy and development; 3. Goals and objectives; 4. Recreation needs Assessment, recreation benefits analysis; 5. Recreation planning methodology, development of project briefs; 6. Community consultation; 7. Management plans; 8. Policy development; and, 9. Feasibility studies.


Subject Hours Equivalent to 3 hours per week

Assessment Written report – Recreation Planning Project Brief - 1500 words (35%) Written report – Design and Explanation of a Community Survey - 1200 words (35%) Group Project – Critique of existing recreation plan - each student 1000 words (30%)

HPR3503 LEISURE AND AGEING

Campus Melton

Prerequisite(s) Nil

Content Content areas to be covered include: 1. sociological, psychological, and physiological characteristics of older adults; 2. global demographic trends with particular reference to the social, economic and political implications for the aged population in multi-cultural Australia; 3. the impact of retirement; 4. individual variations in aspirations, needs, interests and functional abilities; 5. programming models which can be used to plan, develop, implement, and evaluate recreation programs for older adults; 6. the role of physical, mental, and social activities in the promotion of wellness for older adults; 7. the changing roles and importance of leisure in the life cycle; and, 8. the community resources for the aged at the local, state, and national level.


Subject Hours Equivalent to 3 hours per week

Assessment Individual Written Assignment – 1500 words (33%), Quizzes (34%), Work Integrated Learning (33%)

HPR3504 RECREATION FINANCIAL MANAGEMENT

Campus Footscray Park

Prerequisite(s) Nil


Required Reading A Case Study Manual will be available through the Bookshop.
Recommended Reading


Subect Hours Equivalent to 3 hours per week

Assessment Assessment will be based on: 1. An applied Case Study Manual – this will require a work integrated learning approach based at VU Aquatic and Fitness Centre (30%); and 2. Development of a financial plan for a recreation services – equivalent to a 2500 word report (70%)

HPR3601 GRADUATING PROJECT

Campus Footscray Park & Melton

Prerequisite(s) Nil

Content 1. Current and emerging issues facing recreation; 2. Social and political contexts of the provision of recreation; 3. Professionalism in recreation; 4. Professional recreation organisation; 5. Managing change; 6. Continual professional development; 7. Continuing professional development (keeping professional journals); 8. The research and development cycle; and, 9. Professional presentation of research and development;

Required Reading


Recommended Reading A collection of journal articles and references related to the projects will be developed early each semester

Subject Hours Equivalent to 3 hours per week including 2 hour workshops

Assessment Individual essay - 1500 words (35%). Small group presentation of research and development product (35%), Contributions to web based discussions (30%).

HPR3602 RECREATION CAREER DEVELOPMENT 3

Campus Footscray Park & Melton

Prerequisite(s) Career Development 1 and Career Development 2

Content The subject is a culminating career focused subject designed to assist student’s career decision making and goal setting for graduate employment. A career map is developed using a range of self-understanding activities, work integrated learning experiences, part time/ casual employment experiences and subjects studied during the course. This map provides the student with sufficient information to identify a career goal and design an action plan to reach this goal. The subject then provides for the student 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. Each student is encouraged to strategically locate 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.

Required Reading Recreation Career Development Manual developed by HRMP staff. Recreation Career Placement Report Writing Guidelines developed by HRMP staff.

Recommended Reading


Subject Hours Equivalent to 1 hours per week classroom learning and 200 hours in the field on placement.


HPR3603 LEISURE EDUCATION & LEISURE COUNSELING

Campus Melton

Prerequisite(s) Nil

Content The subject will introduce the concepts of leisure education and leisure counselling by exploring the following topics; 1. Overview of contemporary counselling/ helping theories, models and practice; 2. Use of Counselling/ Helping role and facilitation of the Recreation Professional to impact on the individual, group and organisation; 3. Counselling/ Helping techniques, action strategies and skills; 4. Group Dynamics - expanding the potential of the individual through the role of the group - dynamics behaviour, group processes, and therapeutic value; 5. Role of the Recreation Professional in relation to counselling/ helping, facilitation, advocacy, resource indicator, helper; 6. Values Clarification - professional, personal and organisational, social, environmental and personal issues and the role of counselling/ helping; 7. Human - lifecycle, lifestyle, life development and life concerns; 8. Overview of Leisure Education - Theories, Models and Practice; 9. Leisure Education and the role of the Recreation Professional; 10. Innovative approaches to practical strategies of Leisure Education implementation; and, 11. The relationship between leisure counselling and leisure education to recreation programming and leadership.

Required Reading


Recommended Reading


HPR3604 RECREATION FACILITY MANAGEMENT

**Campus** Footscray Park

**Prerequisite(s)** Nil


**Subject Hours** Equivalent to 3 hours per week

**Assessment**
1. Case Study Review – 1,500 words (40%);
2. Syndicate Project - up to 1,000 words per person – Management strategy development of VU Pool and Fitness Centre or similar setting – report and presentation (35%);
3. Examination (25%)

**HPS0431 HONOURS THESIS (FULL-TIME)**

**Campus** Sunbury

**Prerequisite(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 with a Distinction (D) average.

**Content** 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 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.

**Required Reading** To be advised by the supervisor in consultation with the student.

**Recommended Reading** To be advised by the supervisor in consultation with the student.

**Subject Hours** The research process will be monitored by regular meetings with the supervisor in light of the agreed upon project proposal.

**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 subject 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 subject is that the student must make at least two oral presentations to the members of the School’s Honours Committees.

**HPS0432 HONOURS THESIS (PART-TIME)**

**Campus** Sunbury

**Prerequisite(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
HPS1111 SPORT HISTORY AND CULTURE

Campus Sunbury
Prerequisite(s) Nil
Content This subject will provide students with a cultural, recreational and commercial framework within which they can locate Australia’s major sporting institutions. The first part of the subject will focus on the history, traditions and cultural significance of some of our most popular pastimes, including swimming, the various football codes, tennis, golf, cricket, netball, horse racing and motor racing. The second part of the subject will consider the commercial development of these, and other recreational practices. Special attention will be given to the central issue of gender and sport, national and state sport parent bodies, local community and voluntary organisations, and media bodies. The impact of commercialisation, technological innovation, and lifestyle change on participation, access and equity will also be examined.


Subject Hours Three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial.

Assessment Seminar papers, 20%; research paper, 25%; written tests, 20%; class participation, 10%; examination 25%.

HPS1114 SPORT FUNDING AND FINANCE

Campus Sunbury
Prerequisite(s) Nil
Content This subject 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.


Subject Hours Three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial.

Assessment Financial plan for a sporting organisation, 30%; semester tests, 30%; financial report, 20%; case study analysis, 20%
HPS1116 SPORT ADMINISTRATION FOUNDATIONS 1

Campus Sunbury
Prerequisite(s) Nil
Content This subject will be introduced to the structure of the Australian sport industry, and will examine the major issues faced by contemporary sport managers. This subject 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.
Subject Hours Three hours a week for one semester comprising two one-hour lectures and one one-hour tutorial.
Assessment In-class presentation (15%); in-class critical response (15%); career development assignments (35%); major project (35%).

HPS1117 SPORT POLITICS AND SOCIETY

Campus Sunbury
Prerequisite(s) HPS1111 Sport, History and Culture; or equivalent.
Content This subject provides a thorough examination of the current state of Australian sport from multiple perspectives. Firstly, it presents an assessment of the role of government and its agencies in influencing the structure and development of Australian sporting practices. Secondly, it examines the relationship between elite and community sport, with particular emphasis on the issue of funding and 'sport for all'. Thirdly, it details the history of Australia at the Olympic Games, with specific reference to the politics of the Olympic movement. Lastly, it examines contemporary trends in Australian sport with reference to issues such as globalisation, postmodernism, technology, media, lobby groups, ethnicity, race, gender, access and disability.
Subject Hours Three hours per week for one semester, comprising two one-hour lectures and one one-hour tutorial.
Assessment Tutorial participation 10%; examination 20%; major project 70% (students to choose from research paper and work integrated activity).

HPS1140 EXERCISE AND SPORT SCIENCE 1

Campus Sunbury
Prerequisite(s) Nil
Content This subject aims to introduce students to the science and technology of sport and physical activity, and their impact on sporting performance, coaching and team management. The foundations of exercise physiology, biomechanics, motor learning and sport psychology will be examined, and the equipment and facilities used to facilitate their application to athletic conditioning and training will be reviewed. An analysis of the science and technology of sport will be complemented by a discussion of the ways in which coaches, conditioners and team managers can extend their knowledge of the 'technical' dimension of their professional responsibilities, and how this knowledge can be used to better manage their athletes and promote their sport.
Subject Hours Three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial.
Assessment Class presentations, 25%; mid-semester examination, 25%; laboratory visits and reports, 25%; end-of-semester examination, 25%.

HPS1170 PHYSICAL ACTIVITY PROGRAMS

Campus Echuca
Prerequisite(s) Nil
Content This subject aims to provide students with an introduction to a range of sporting and physical activity options. It aims to expose the students to generic activities in the sporting, aquatic and recreational areas. The intention is to provide a subject that encompasses the principles of aquatics and other related areas. The emphasis will be on alternative, modified, evolving and established activities that will assist students to gain experience in new and exciting activities.
Required Reading To be advised by the lecturer.
Subject Hours Three hours per week for one semester comprising one one-hour lecture and one two-hour practical sessions.
Assessment Practical activity and assignments (60%); end-of-semester examination (40%).

HPS1218 SPORT ADMINISTRATION FOUNDATIONS 2

Campus Sunbury
Prerequisite(s) Nil
Content This subject 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.
Required Reading As directed in the subject CD-ROM.
Subject Hours Three hours per week or equivalent if delivered flexibly or online.
Assessment In-class presentation and participation (20%); two mid semester quizzes (20%); cases study analysis (20%); major project (40%).
HPS1221 SPORT CAREER DEVELOPMENT 1

Campus Sunbury

Prerequisite(s) Nil

Content This subject 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, industry directories and graduate career destination research. The subject 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 on-line 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 practically apply these to a search using currently advertised positions. The Holland Self Directed Search is completed to introduce the students to the importance of self-understanding in career planning and job searching. Information interviewing is also taught to the 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 extra curricula experiences. These are documented according to the guidelines of the Victoria University Career Portfolio. Students are taught how to develop this portfolio throughout their studies, to identify core graduate attributes and other essential professional competencies and to adapt this as a very effective resume for the job of their choice. Students find a suitable 70-hour placement using a variety of sources: e.g. 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.


Subject Hours Three hours per week using a variety of lectures/workshops and on line 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 (2,000 words maximum) (25%).

HPS2111 SPORT SPONSORSHIP

Campus Sunbury

Prerequisite(s) BHO1171 Introduction to Marketing; or equivalent

Content Students will be introduced to a variety of strategies that may be used to broaden the funding base of sporting organisations. Students will also be given a sound knowledge of the processes and procedures in sourcing and servicing sponsorships. The first part of the subject will focus on sponsor objectives and benefits, identifying and approaching sponsors, and packaging sponsorships. The second part of the subject focuses on developing a sponsorship proposal, negotiating the sponsorship, the sponsorship agreement, and managing the sponsorship. The third part of the subject will cover ambush marketing, evaluating the sponsorship, and the renewal process. Attention will be given to fundraising and managing the media. Students will be required to prepare and present a sponsorship proposal.


Subject Hours Three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial.

Assessment Tutorial reading and participation 10%, tutorial presentation 15%, sponsorship proposal 50%, Final examination 25%. All components of assessment must be satisfactorily completed.

HPS3002 LEGAL ISSUES IN SPORT

Campus Sunbury

Prerequisite(s) Nil


Required Reading To be advised by the Lecturer


Subject Hours Three hours per week for one semester comprising of one two-hour lecture/seminar and one one-hour tutorial.

Assessment Two class tests (20% each = 40% total) Assignment (40%) Class Presentation (20%).

HPS3111 SPORT EVENT ADMINISTRATION

Campus Sunbury

Prerequisite(s) HPS2111 Sport Sponsorship; or equivalent

Content The first part of the subject will focus on event planning and budgeting, venue audit, and project management. Bidding for an event and an overview of event sponsorship and promotion will also be covered. The second part of the subject focuses on operational management including risk management and human resource management in relation to sporting events. The third part of the subject will cover organising conferences, seminars and tournaments including fixtureing for selected sporting events. Students will be involved in conducting an event to enhance development of practical event administration skills.


Recommended Reading Stedman, G and others 1996, The Ultimate Guide to Sport Event Management and Marketing
Subject Hours: Three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial.

Assessment: Event visit and review, 20%; event conduct & analysis, 50%; final exam, 30%.

HPS3112 SPORT VENUE & STADIUM ADMINISTRATION

Campus: Sunbury

Prerequisite(s): HPS2111 Sport Sponsorship; or equivalent.

Content: The aim of this subject 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 and stadium design principles that relate to the working environment of staff and the needs of spectators.


Subject Hours: Three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial.

Assessment: Facility and program evaluation reports, 30%; group project, 30%; examination, 40%.

HPS3113 ETHICS AND SOCIAL POLICY IN SPORT

Campus: Sunbury

Prerequisite(s): HPS1111 Sport History and Culture or equivalent.

Content: The aims of this subject are twofold. The first aim is to develop the student’s awareness and appreciation of the ethical dimensions of the practitioner’s and administrator’s role within the sport industry. It is designed to develop the student’s ability to analyse the ethical components of the many issues, practices and relationships within sport so that the students functioning within those contexts will be ethically informed. The second aim is to give students an understanding of mechanics of sport policy and how it can be informed by an ethical framework. The core lecture topic areas include: the nature of ethical inquiry, the nature of professionalism and codes of conduct, business ethics, equity, access and environmental concerns, the nature of personhood and respect for persons. Additional topics for student exploration include health and exercise, sex equality, cheating and fair play, ageing, mass participation versus elite sport, ecology, coaching and children’s rights, technology, drug control, HIV/AIDS, and animal rights.

Required Reading: To be advised by lecturer.


Subject Hours: Three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial.

Assessment: Test, 30%; project, 30%; research paper, 40%.

HPS3213 SPORT CAREER DEVELOPMENT 2

Campus: Sunbury

Prerequisite(s): HPS1221 Sport Career Development 1

Content: The subject is a culminating career focused subject designed to assist student’s career decision making and goal setting for graduate employment. A career map is developed using a range of self-understanding activities; work integrated learning experiences, part-time/casual employment experiences and subjects studied during the course. This map provides the student with sufficient information to identify career goals and design an action plan to reach these goals. The subject then provides for the student 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 (i.e., marketing, event management, research, sport development, facility management) during their supervised placement.


Subject Hours: 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.

HPS7032 CLUB ADMINISTRATION AND VOLUNTEERISM

Campus: Sunbury

Prerequisite(s): Nil

Content: This subject aims to expose students to the concept of volunteerism, and its critical importance for the administration of sporting activities, and for both community and hallmark events. Topics to be discussed will include volunteer recruitment, screening and selection, training, supervision and performance review.

Required Reading: To be advised by lecturer.


Subject Hours: Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial.

Assessment: Community event assessment, 40%; essay, 30%; research assignment, 30%.

HPS7045 SPORT AND THE MEDIA

Campus: Sunbury

Prerequisite(s): Nil

Content: This subject supplies students with an understanding of how the media operates within Australian society generally, and within sporting contexts specifically. In particular, it examines the...
way in which the media has an impact on sporting clubs, leagues and associations. This subject also provides students with the requisite practical skills to ensure successful media management. As such, upon completion of the subject, students will be aware of the fundamentals of producing or constructing a media release, media conference, radio program, internet site, community television program, newspaper article, interview and media kit. Through examination of a broad range of media forms, this subject will give students the capacity to assess how different sports might be positioned in order to attract publicity and exposure. The underlying theme of the subject is the proposition is that sport and the media are engaged in a mutually interdependent relationship, in which each benefit from contact with the other.

**Required Reading**


**Recommended Reading**


**Subject Hours** Three hours per week for one semester, comprising two one-hour tutorials and one one-hour tutorial.

**Assessment** 25% Tutorial Participation; 30% Exam; 45% Practical Sports Media Project.

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**HPS7050 SPOR AND GLOBALISATION**

**Campus** Sunbury, Footscray Park

**Prerequisite(s)** Nil

**Content** The subject 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, NBL, 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 subject 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.

**Required Reading**


**Recommended Reading**


**Subject Hours** The subject comprises two one-hour lectures and one one-hour tutorial. It occupies one thirteen-week semester.

**Assessment** Includes: a major project (50%); participation in workshop activities (30%); submission of issues paper (20%).

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**HPS7051 MANAGING SPORT FUTURES**

**Campus** Sunbury, Footscray Park

**Prerequisite(s)** HPS3111 Sport Event Administration; or equivalent.

**Content** The subject 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: post feminism, post colonialism and post modernism. The implications for sport will be central to the subject. Topics include sport technologies and design innovation, genetic manipulation, body monitoring, electronic sport, tele-realistic sport, tele-robotics, e-commerce for sport retailing, multi media, interactivity, digital venues, simulators, the information society, electronic sport, virtual sport, cyber sport, virtual fitness, virtual billboards and post electronic advertising, artificial intelligence, 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.

**Required Reading**


**Recommended Reading**


**Subject Hours** The subject comprises two one-hour lectures and one one-hour tutorial. It occupies one thirteen-week semester.

**Assessment** Includes: a major project (50%); participation in workshop activities (30%); submission of issues paper (20%).

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**HPS7052 SPORT TOURS AND TEAM ITINERARY PLANNING**

**Campus** Sunbury, Footscray Park

**Prerequisite(s)** HPS3111 Sport Event Administration; or equivalent.

**Content** The subject 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 tour 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 sports 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, A.F.L. Grand Final, Melbourne Cup, Olympic and Commonwealth Games, World Masters Games and the Melbourne Festival. Overseas cases include world championships, the Wimbledon Tennis Open, the Tour De France, the Gay and Lesbian Games, the World University Games, the Superbowl, and selected sport sites of historical significance.

**Required Reading**


**Recommended Reading**


**Subject Hours** The subject comprises two one-hour lectures and one one-hour tutorial. It occupies one thirteen-week semester.

**Assessment** Includes: a major project (60%); seminar paper (20%); class presentation (20%).
HP57054 SPORT GAMING AND GAMBLING

Campus Sunbury, Footscray Park
Prerequisite(s) HPS1111 Sport, History and Culture; or HPE1122 History of Sport and Physical Education; or equivalent.

Content The subject 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, 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.


Subject Hours The subject comprises two one-hour lectures and one one-hour tutorial per week for one semester.

Assessment Project that examines a major sport gaming issue, of 2000 words (30%); Tutorial activities involving presentation and discussion (30%); Theory review which focuses on research design. (20%)

HP57055 COMPARATIVE STUDIES IN SPORT AND PUBLIC POLICY

Campus Sunbury, Footscray Park
Prerequisite(s) BLO9211 Sport, Law and the Athlete; or equivalent.

Content The subject 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 subject 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. Australia sport policy will be contrasted with sport policy in Great Britain, New Zealand, North America and Europe. The subject 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.


Subject Hours The subject comprises two one-hour lectures and one one-hour tutorial per week for one semester.

Assessment Major project of 3000-4000 words (50%); Participation in workshop and on-line activities (30%); Submission of Issues paper (20%).

HP57056 PLAYER MANAGEMENT IN SPORT

Campus Sunbury, Footscray Park
Prerequisite(s) BLO9211 Sport, Law and the Athlete; or equivalent.

Content The subject begins with an analysis of player performance and the forces and factors that can influence performance. The concept of player management will then be addressed, with a special focus on player development. Within this player management framework, a variety of topics will be discussed. They will cover recruitment and induction, medical and conditioning support, player welfare and morale, player salaries and benefits, grievance and appeal processes for players, and the professional development of players in general.


Subject Hours The subject comprises two one-hour lectures and one one-hour tutorial per week for one semester.

Assessment Major project of 4000 words (60%); Seminar paper (20%); Class presentation (20%).

HP57057 SPORT INDUSTRY RESEARCH PROJECT

Campus Sunbury, Footscray Park
Prerequisite(s) HPS2111 Sport Sponsorship; or equivalent.

Content The subject begins with an introduction to the nature of scientific inquiry and the tools involved, and the stages it goes through. Special attention will be given to deductive and inductive modes of thinking as the basis for identifying research questions, and setting up a research project. The major part of the subject will be taken up with the design and completion of a significant qualitative research project that focuses on an aspect of sport and its administration.


Subject Hours The subject comprises two one-hour lectures and one one-hour tutorial per week for one semester.

Assessment Major project that requires students to design and undertake a qualitative research project that examines a ‘critical’ issue in a sporting organization, of 3000-4000 words (50%); Tutorial participation where students review material and lead discussion (30%); Theory review which focuses on research design (20%).

HP57058 SPORT INDUSTRY DEVELOPMENT PROGRAM

Campus Footscray Park, Sunbury
Prerequisite(s) BMO3200 Human Resource Management

Content This subject will provide students with the opportunity to participate in a group-based, structured and self-contained work integrated learning (WIL) 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 or solve the problem. A major part of the program involves students producing a detailed report that examines both the processes that
were carried out, and the outcomes achieved. Students will also write a detailed reflective review of their personal experiences and responses.


**Subject Hours** Three hours per week for one semester comprising one one-hour lecture and one two-hour practical class.

**Assessment** On-line journal to be submitted fortnightly (25%); On-line discussion and responses to questions from lecturer/subject leader (25%); Report/project evaluation, of 3000 words (50%).

**HP57071 ADMINISTRATION OF AQUATIC PROGRAMS**

**Campus** Sunbury.

**Prerequisite(s)** Nil

**Content** The overall aim of this subject 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 subject include: water chemistry, health department regulations, microbiology and disease in the aquatic environment and the operation, design and maintenance of pool treatment plants. Overall facility design and administration, aquatic recreation programming, problem solving in the technical and administrative sides of pool operation and safety issues. Staff training and development within the aquatic industry including qualifications and standards will also be covered. The Pool Lifeguard award covers the major areas of safety and risk management, pool surveillance and lifeguarding and aquatic emergency care. Students may be expected to attend a residential workshop. Students may be required to incur the costs of accommodation, living expenses etc. to attend a residential workshop. Students will be given the option of taking out the Royal Life Saving Society Pool Lifeguard Award if they are holders of the Bronze Medallion (RLSSA). It is advantageous if students also hold a Level 2 First Aid Certificate. The cost of obtaining the Royal Life Saving Society Pool Lifeguard Award will be met by the student.


**Subject Hours** Three hours per week for one semester comprising one one-hour lecture and one two-hour practical class.

**Assessment** Practical examination: pool lifeguard, 30%; other, 15%; theory examination, 20%; research paper, 35%. To gain a pass in the subject students must pass the Pool Lifeguard Award.


**Subject Hours** Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial/practical.

**Assessment** Tutorial participation and presentation, 50%; major term paper, 50%.

**HP57114 FOOTBALL STUDIES**

**Campus** Footscray Park, Sunbury

**Prerequisite(s)** HPE1111 Sport History and Culture or HPE1130 History of Sport and Physical Education, or equivalent.

**Content** This subject adopts a multi-disciplinary approach to the study of various codes of football. Particular attention will be given to the political, historical, economic and cultural dimensions of the sport at a local, national and international level. The subject also seeks to contextualise the increasing globalisation and commercialisation of football through a cross-code analysis of a number of related themes, namely masculinity, identity, ethnicity and community. Different forms of media representation will be critically examined, and a number of methodologies for undertaking football-related research will also be considered.


**Subject Hours** Three hours per week for one semester comprising lectures and seminars.

**Assessment** Book review (10%); seminar presentations (25%); research paper (40%); final exam (25%).

**HP57283 FIELD EXPERIENCE**

**Content** Field experience aims to provide students with the opportunity to place their acquired theory and knowledge into a relevant and practical context through application.

**HPW0012 PERFORMANCE HISTORIES**

**TBA**

**HPW1000 GROUND, SELF, AND OTHERS: EMBODIED ETHICS**

**Campus** Footscray Park

**Prerequisite(s)** None

**Content** This subject 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.

Required Reading


Class Contact

This subject will comprise the equivalent of five hours per week contact with the lecturer for one semester including workshop, seminar, rehearsal, and performance. The Performance Studies staff will deliver this subject intensively over the last eight weeks of semester one so that students will take this subject 7½ hours per week for eight weeks.

Assessment

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

Recommended Reading


Writings on Dance

HPW1090 INTRODUCTION TO TECHNOLOGY 1 – LIGHTING

Campus Footscray Park
Prerequisite(s) Nil
Content This subject is designed to introduce and develop the student's practical and theoretical understanding of basic lighting technology and its application within a performance context. Students are exposed to 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. The subject examines these areas from functional and aesthetic viewpoints.

Required Reading To be advised by lecturer.

Subject Hours Two hours per week for one semester comprising one two-hour tutorial.
Assessment Progressive assessment, 50%; assignments, 20%; presentations, 30%.

HPW1170 MOVEMENT AND VOICE 1

Campus Footscray Park
Prerequisite(s) Nil
Content To build a knowledge of the separate anatomical systems and their interrelationships. To gain an understanding of the production and articulation of vocal sound. To develop articulation, range and clarity of vocal and physical practice. Identification of the structures composing the anatomical systems, relating form and pattern to function and demonstrating the three dimensional relationships existent in selected regions. Development and production of the voice with a focus on breathing, posture and muscular involvement.


Subject Hours Four hours per week comprising two two-hour seminar/workshops.
Assessment Progressive assessment (attention to and completion of practical tasks and processes within workshop classes), 40%; assignments, 60%.

HPW1190 FOUNDATION PERFORMANCE

Campus Footscray Park
Prerequisite(s) Nil
Content This subject will give students the foundations for the development and understanding of their own potential for performance by extending their repertoire of methods of expression through different modes of performance. The subject also introduces material on improvisation, composition, visual design, and movement techniques based on alignment and ideokinetic principles. The subject offers students practical experience for personal expression through improvisation and prepared work in a range of performance modes, including the textual, visual, and kinetic; workshop production, and the bases of rehearsal, concept, and effective interaction; ideokinetic and Laban principles: space, rhythm, and dynamics of movement and voice; structures for group and individual improvisation; and concepts of visual design in contemporary performance. On completion of the subject, students should have: an enlarged repertoire of methods of expression through different modes of performance; an integrated understanding of movement and vocal skills and design; and the ability to observe and analyse performance and visual arts.


Subject Hours Eight hours per week for one semester comprising one two-hour seminar and three two-hour workshops.
Assessment Progressive assessment (attention to and completion of practical tasks and processes within workshop classes and reading and writing tasks within tutorial and seminar classes), 30%; presentations, 50%; papers, 20%.

HPW1202 PERFORMANCE IMPROVISATION 1

Campus Footscray Park
Prerequisite(s) None
Content This subject 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.

Recommended Reading

Class Contact
This subject will comprise five hours workshop 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%. Students must attend 80% of classes to be considered for a mark.

HPW1204 PERFORMANCE STUDIO A

Campus Footscray Park

Prerequisite(s)
None

Content
The content for the subjects 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.

Required Reading
Anatomy, Text seminar workshops.

**HPW1280 PERFORMANCE PROJECT 1**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** To extend students' understanding of the structure and function of the muscular and skeletal systems in relation to human movement. To promote a better balanced structure and lead to greater efficiency in movement. To allow students to develop and extend their range of vocalisation. To provide opportunities to develop skills in the techniques of observation. Experiential investigation of the muscular, skeletal and nervous systems in relation to their function in movement and body mechanics. Articulation of sound and types of sound. Exploration of tone, volume, rhythm, pitch and projection. Application of these skills to a range of texts.


**Subject Hours** Four hours per week comprising two two-hour seminar workshops.

**Assessment** Progressive assessment (attention to and completion of practical tasks and processes within workshop classes), 40%; assignments, 60%.

**HPW1290 INTRODUCTION TO TECHNOLOGY 2 – SOUND**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** This subject is designed to introduce and develop the student's practical and theoretical understanding of basic sound technology and its application within a performance context. Students are exposed to: recording processes and equipment, sound editing and treatment techniques, basic composition techniques, scores, notation and cue sheet. The subject examines these areas from functional and aesthetic viewpoints.

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


**Subject Hours** Two hours per week for one semester comprising one two-hour tutorial.

**Assessment** Progressive assessment, 50%; assignments, 20%; presentations, 30%.
**Subject Hours** Two hours per week for one semester comprising one one-hour lecture and one one-hour tutorial.

**Assessment** Progressive, 50%; performance presentation, 20%; critical evaluation, 30%

**HPW2101 PERFORMANCE SELF**

**Campus** Footscray Park

**Prerequisite(s)** None

**Content** The subject 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 organize material. The student's 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


**Class Contact** This subject will comprise the equivalent of five hours contact per week for one semester, including workshop, seminar, rehearsal and performance.

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

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**HPW2102 PERFORMANCE STUDIO B**

**Campus** Footscray Park

**Prerequisite(s)** None

**Content** The content for the subjects 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.


**JOURNALS:** About Performance; Australian Humanities Review; Bad Subjects; Contact Quarterly; Law, Text, Culture; Performance Paradigm; Performance Research; Theatre Topics; Writings on Dance

**Class Contact** 5 hours workshop.
Assessment
Class Participation: 30%, Class Presentations: 30%, Performance: 40%. Students must attend 80% of classes to be considered for a mark.

HPW2103 CRITICAL PRACTICE A
Campus Footscray Park
Prerequisite(s) None
Content These subjects represent an elective stream within the Performance Studies degree. Students will be able to take one or all of these subjects, or any other subjects from within the University subject 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 student’s understanding of performance processes, contexts, and politics.

Class Contact Three hours comprising one 1½ hr lecture and one 1½ hr tutorial.
Assessment Class Participation: 40%, Class Presentations: 30%, Research papers: 30%. Students must attend 80% of classes to be considered for a mark.

HPW2130 PERFORMANCE COMPOSITION 1
Campus Footscray Park
Prerequisite(s) Nil
Content Observation and discussion of simple performance actions; exploration of rhythm and dynamics in both movement and sound; scoring for the body and voice; generation, analysis and preparation of text for performance; analysis of spatial ambience.
Recommended Reading Adshad, J (1986) Choreography: Principles and Practice, University of Surrey, U.K.
Modernism/Performing Politics, Indiana University Press, Bloomington.
Subject Hours Three hours per week comprising one one-hour lecture and four-hour seminar.
Assessment Progressive assessment (attention to and completion of practical tasks and processes within workshop classes), 50%; presentations, 50%.

HPW2140 TECHNIQUE A
Campus Footscray Park
Prerequisite(s) Nil
Content This subject is designed to provide practice in and to develop the student’s facility in the following elements: relaxation and concentration; breathing; alignment; the use of imagery to promote physical efficiency; flexibility, movement sequences. Movement: transitions between basic effort actions; spatial design and orientation; rhythmic patterns.
Subject Hours Three hours per week comprising two, one and a half-hour seminar/workshops.
Assessment Progressive assessment (attention to and completion of practical tasks and processes within workshop classes), 40%; presentations 30%; assignment, 30%.

HPW2150 PERFORMANCE HISTORIES
Campus Footscray Park
Prerequisite(s) Nil
Content The subject examines the origins and evolution of performance with an emphasis on the twentieth century. A focus on the practitioners involved in the making of performance will be through the use of texts and video. Specific works will be examined and/or reconstructed in order to gain an insight into their style and structure. The diversity of performance practice will be examined through the identification of the range of concerns driving the experimentation. Contemporary alternatives resulting from ideological difference from the mainstream are also introduced. Required Reading A subject reader will be made available to students prior to classes commencing.
Subject Hours Three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial.
Assessment Progressive assessment (attention to and completion of reading and written tasks within tutorial and seminar classes), 40%; presentations, 30%; essays, 30%.

HPW2180 PERFORMANCE PROJECT 2
Campus Footscray Park
Prerequisite(s) Nil
Content These subjects will provide students with an opportunity to work with an invited performance maker or professional practitioner to devise, develop, and present an original performance. The content for the subjects 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 written text, visual imagery, memory, and sound into a movement based 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.

Subject Hours: Seven hours per week for one semester comprising 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%; performance, 30%.

HPW2201 CRITICAL PRACTICE B

Campus: Footscray Park
Prerequisite(s): None

Content: These subjects represent an elective stream within the Performance Studies degree. Students will be able to take one or all of these subjects, or any other subjects from within the University subject to the approval of the Course Coordinator. The Critical Practice electives are designed to allow the Performance Studies unit to offer important practitioners and theorists a chance to pursue specific projects with students. These may include traditional academic work, small scale performance projects, and intensive practical/technical sessions. Like the Performance Studios their content will be driven by the expertise and interests of the practitioner and/or theorist. These projects represent a chance for students to explore the intersection of diverse contemporary cultural theories, performance, and performance techniques without the demands of large-scale performance. This intersection can be crucial for student's understanding of performance processes, contexts, and politics. This subject 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 &c) and provide a forum in which students can investigate specific "theoretical" and "practical" knowledges around current critical thinking in the arts, sciences, and humanities 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.


Class Contact: This subject will comprise a 1½ hour lecture and 1½ hours 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%

HPW2202 PERFORMANCE OTHERS

Campus: Footscray Park
Prerequisite(s): None

Content: This subject provides students with a developmental practice in relation to working with, or 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.

Required Reading: Students will be provided with a class reader including extracts from the following: Baldwin, C. & T. Bicât. 2002.
**Required Reading**

- **Recommended Reading**

**Subject Hours**
Five hours per week comprising one one-hour lecture and four hours seminar.

**Assessment**
Progressive assessment (attention to and completion of practical tasks and processes within workshop classes), 50%; presentations, 50%.

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**HPW2240 TECHNIQUE B**

**Campus** Footscray Park

**Prerequisite(s)** None

**Content**
This subject is designed to provide practice in and to develop the students’ facility in the following elements. Relaxation and concentration: breathing; alignment, the use of imagery to promote vocal range; Vocalization:; dynamic patterns; transitions in vocal range and voicings; phrasing.

**Required Reading**
- **Recommended Reading**

**Subject Hours**
Three hours per week comprising two, one and a half-hour seminar/workshops.

**Assessment**
Progressive assessment (attention to and completion of practical tasks and processes within workshop classes), 40%; presentation, 30%; assignment, 30%.

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**HPW2280 PERFORMANCE PROJECT 3**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content**
These subjects will provide students with an opportunity to work with an invited performance maker or professional practitioner to devise, develop, and present an original performance. The content for the subjects 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 written text, visual imagery, memory, and sound into a movement based 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.

**Required Reading**

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**HPW3103 PERFORMANCE (RE)SEARCH**

**Campus** Footscray Park

**Prerequisite(s)** None

**Content**
In this subject students will survey the work processes of other artists, identify starting points for their own performance ideas, design ways to expand these ideas towards performance, document and synthesise material generated in this process and present a final performance proposal to the rest of the class. This proposal will be further developed, rehearsed and performed in the subject Performance Practicum.

**Required Reading**

- About Performance Contact Quarterly Performance Research
- TDR Theatre Topics
- Writings on Dance
- The Knowing Body: The Artist as Storyteller in Contemporary Performance

**Subject Hours**
Seven hours per week for one semester comprising 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%; performance, 30%.

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**Class Contact**
Five hours comprising one one-hour lecture, two hours workshop, two hours tutorial

**Assessment**
Class Participation: 30%, Class Presentations: 30%, Performance Proposal: 40%, Students must attend 80% of classes to be considered for a mark
**HPW3104 CRITICAL PRACTICE C**

**Campus** Footscray Park  
**Prerequisite(s)** None  
**Content** These subjects represent an elective stream within the Performance Studies degree. Students will be able to take one or all of these subjects, or any other subjects from within the University subject 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 student’s understanding of performance processes, contexts, and politics  
**Class Contact** This subject will comprise a 1½ hour lecture and 1½ hours 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% Students must attend 80% of classes to be considered for a mark.

**HPW3105 PERFORMANCE STUDIES D**

**Campus** Footscray Park  
**Prerequisite(s)** None  
**Content** The content for the subjects 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.  
Recommended Reading


Prerequisite(s)

Nil

Content

To be advised by lecturer.

Recommended Reading


Subject Hours

Three hours per week for one semester comprising one one-hour lecture and one two-hour seminar and workshop.

Assessment

Progressive assessment, 30%; research proposal, 40%; presentation, 30%.

HPW3180 PERFORMANCE PROJECT 4

Campus Footscray Park

Prerequisite(s) Nil

Content

These subjects will provide students with an opportunity to work with an invited performance maker or professional practitioner to devise, develop, and present an original performance. The content for the subjects 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 written text, visual imagery, memory, and sound into a movement based 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.

Required Reading


Recommended Reading


Subject Hours

Seven hours per week for one semester comprising 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%; performance, 30%.

HPW3190 PSYCHOANALYSIS AND PHENOMENOLOGY

Campus Footscray Park

Prerequisite(s) Nil

Content

This subject will examine the history and development of Freudian psychoanalysis and phenomenological theories and their relationship to developments in the performance and visual arts. It will introduce students to psychoanalytic and phenomenological theories as a basis for the study of texts, performances, and visual arts productions associated with the Modern and Post-Modern. It will develop students skills in applying psychoanalytic and phenomenological theories to performance, visual arts, and textual analysis and creation.
Required Reading To be advised by lecturer.


Subject Hours Three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial.

Assessment Progressive assessment, 40%; presentation, 20%; essays, 40%.

HPW 3202 PERFORMANCE IMPROVISATION 2

Campus Footscray Park

Prerequisite(s) None

Content This subject 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.


Class Contact This subject will comprise three hours workshop 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% . Students must attend 80% of classes to be considered for a mark.

HPW3204 CRITICAL PRACTICE D

Campus Footscray Park

Prerequisite(s) None

Content These subjects represent an elective stream within the Performance Studies degree. Students will be able to take one or all of these subjects, or any other subjects from within the University subject 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 student’s understanding of performance processes, contexts, and politics


Class Contact This subject will comprise a 1½ hour lecture and 1½ hours 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% . Students must attend 80% of classes to be considered for a mark.

HPW3306 GRADUATING SEMINAR ARCHIVE 2

Campus Footscray Park

Prerequisite(s) nil

Content: This subject is designed to integrate knowledge from the preceding theoretical and historical subjects with current issues in performance and the students’ concerns in their own major performance making projects. It is designed to provide the student with the opportunity to view the role of performance in society from an informed and multi-disciplinary perspective, and to aid them in articulating the concerns and theoretical position of their own past, present, and future performance work. Students will be required to understand, analyse, and discuss current issues and problems in the field of performance by employing a multi-disciplinary approach and applying the broad range of knowledge acquired in preceding undergraduate subjects. The subject aims to provide a forum for the discussion of theoretical issues arising from students’ past, present, and future personal work and for the linking of their personal work to concerns in contemporary performance, performance theory, and cultural theory, to foster an awareness of the historical and ideological contexts of their performances, performance analyses, and theoretical arguments, to foster the rigorous responsibility of students to mark their own positions in relation to theoretical and performative contexts, and to ensure a wide reading in, and a broadly conceived range of allusions to, diverse critical and performance schools and approaches.


Recommended Reading

Assessment
Class Participation: 30%, Class Presentations: 30%, Essays: 40%

HPW3210 CONTEMPORARY PERFORMANCE THEORY

Campus Footscray Park

Prerequisite(s) Nil

Content This subject examines contemporary theoretical and critical perspectives on the nature and function of performance and its relationship to the other arts, in particular, architecture and the visual arts. Particular attention is paid to semiotic, post-semantic, and post-structuralist models, including critiques of these approaches.

Required Reading
To be advised by lecturer.

Recommended Reading


Subject Hours Three hours per week for one semester comprising one one-hour lectures and one two-hour tutorial.

Assessment Progressive assessment, 40%; tutorial presentations, 20%; essays, 40%

HPW3230 STRUCTURES OF PERFORMANCE

Campus Footscray Park

Prerequisite(s) Nil

Content This subject examines the structures of performance within the context of culture. It introduces students to how structures, including performance space, time, style, text, theatre designs, and audiences, are informed and shaped by their particular social and cultural milieu from antiquity to the present day. It gives students a basis for the study of texts, performances, and visual arts productions associated with various performance styles, and equips students with skills for performance and textual analysis.

Required Reading
To be advised by lecturer.

Recommended Reading

Subject Hours Three hours per week for one semester comprising one one-hour lecture and one two-hour tutorial.

Assessment Progressive assessment, 30%; tutorial presentations, 40%; essays, 30%

HPW3240 TECHNIQUE D

Campus Footscray Park

Prerequisite(s) Nil

Content This subject is designed to provide practice in and to develop the student’s facility in the following elements: learnt and self devised movement sequences focussing on relaxation, breathing, alignment and flexibility to promote physical efficiency. Movement improvisation structures; rhythmic patterns, spatial design, effort actions designed to facilitate an increase in the students’ movement vocabulary. Structures for observation and peer group feedback mechanisms.
Required Reading

Recommended Reading

Subject Hours
Three hours per week comprising two, one and a half hour seminar/workshops.

Assessment
Progressive assessment (attention to and completion of practical tasks and processes within workshop classes), 40%; presentation 30%; assignment 30%.

HPW3250 PERFORMANCE AND IDENTITY
Campus Footscray Park
Prerequisite(s) Nil

Content
The subject examines notions of gender, sexuality, race, ethnicity, and identity with an emphasis on how these might constitute discursive formations which can in a sense be performed. In addition to contemporary theories of gender, ethnicity, and identity, focus will be given to performers and performances experimenting with these ideas.

Required Reading

Subject Hours
Three hours per week comprising two, one and a half hour seminar/workshops.

Assessment
Progressive assessment (attention to and completion of practical tasks and processes within workshop classes), 40%; presentation 30%; assignment 30%.

HPW3280 GRADUATING SEMINAR
Campus Footscray Park
Prerequisite(s) Students must have satisfactorily completed a minimum of 75 per cent of coursework for the degree in Bachelor of Arts – Performance Studies.

Content
This subject is designed to integrate knowledge from the preceding theoretical and historical subjects with current issues in performance and the students’ concerns in their own major performance making projects. It is designed to provide the student with the opportunity to view the role of performance in society from an informed and multi-disciplinary perspective, and to aid them in articulating the concerns and theoretical position of their own performance work. Students will be required to understand, analyse, and discuss current issues and problems in the field of performance by employing a multi-disciplinary approach and applying the broad range of knowledge acquired in preceding undergraduate subjects. The subject aims to: provide a forum for the discussion of theoretical issues arising from students’ personal work and for the linking of their personal work to concerns in contemporary performance, performance theory, and cultural theory; to foster an awareness of the historical and ideological contexts of their performances, performance analyses, and theoretical arguments; to foster the rigorous responsibility of students to mark their own positions in relation to theoretical and performative contexts; and to ensure a wide reading in, and a broadly conceived range of allusions to, diverse critical and performance schools and approaches.

Required Reading
To be advised by lecturer.

Subject Hours
Three hours per week for one semester comprising one one-hour lecture and one two-hour tutorial.

Assessment
Progressive assessment, 20%; presentation, 40%; essays, 40%.

HPW3320 THE BODY AND REPRESENTATION
Campus Footscray Park
Prerequisite(s) Nil

Content
This subject will examine ideas and representations of ‘the body’ and their impact on performance-making and analysis. The aims of this subject are: to give students an understanding of the diversity of ideas and representations surrounding the human body since antiquity; to give students an understanding of the effects of these ideas on the development of performance and the other arts, and the reciprocal effects of performance and the other arts on the development of ideas of the body; to introduce students to modern critical approaches to the body; and to encourage students to make use of the variety of ideas and representations of the body in the making and analysis of performances.

Required Reading
To be advised by lecturer.

Recommended Reading

Subject Hours
Three hours per week for one semester comprising one one-hour lecture and one two-hour tutorial.

Assessment
Progressive assessment, 20%; presentation, 40%; essays, 40%.
HPW3290 PERFORMANCE PRACTICA

Campus Footscray Park
Prerequisite(s) Nil
Content This subject involves the student in a sustained process of experimentation, research, and rehearsal in the development, structuring, refining and documentation of an original work for public performance. Students will develop the ability to organise a workshop and rehearsal schedule, and to produce and promote a public performance event.
Subject Hours Seven hours per week for one semester workshops and seminars.
Assessment Progressive assessment (attention to and completion of practical tasks and processes within workshop classes), 50%; performance, 30%; essays, 20%.

HPX1005 RACE, ETHNICITY AND SPORT

TBA

HPX1010 OLYMPIC STUDIES

Campus Footscray Park
Prerequisite(s) HPE1130 History of Sport and Physical Education; or HPS1111 Sport History and Culture; or equivalent.
Content This subject aims to provide students with knowledge and critical understanding of the globalization 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 subject also 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.
Subject Hours Three hours per week for one semester comprising lecture and seminar.
Assessment Written assignments and presentations, 60%, final examination, 40%.

HPX1015 SPORT AND CULTURE RESEARCH SEMINAR

Campus Footscray Park
Prerequisite(s) The first and second year required social sciences and humanities subjects within the Bachelor of Applied Science – Human Movement course or the equivalent as determined by the lecturer.
Content This elective research seminar provides an opportunity for students with a strong interest in the social sciences or humanities of sport to consider recent research issues and topics in sport from multi-disciplinary social sciences and humanities perspectives. The subject 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.
Required Reading To be advised by lecturer.
**Subject Hours** Two hours per week for one semester comprising two hours seminar.

**Assessment** Papers, debates, presentations, projects, 100%.

**HSD1112 INTRODUCTION TO HEALTH ASSESSMENT STUDIES**

**Campus** St Albans

**Prerequisite(s)** Nil

**Content** This subject includes comprehensive health assessment techniques; professional reading, analytical and writing skills; academic referencing and styles of writing (APA format); library skills including accessing internet facilities for study and research purposes; seminar and conference preparations, presentation techniques and skills.


**Subject Hours** Equivalent of 32 hours organised according to teaching mode used.

**Assessment** Written synopsis utilising library resources (50%). Physical examination skill testing (50%)

**HSG1111 INTRODUCTION TO NURSING STUDIES**

**Campus** St Albans

**Prerequisite(s)** Nil

**Content** This subject includes: An introduction to the Nursing Process; Aspects of Occupational health and safety; Application of Standard and Additional Precautions; Comprehensive health assessment techniques; Cultural Assessment; Therapeutic communication techniques.


**Subject Hours** Equivalent of 32 hours organised according to teaching mode used.

**Assessment** Written synopsis utilising library resources (50%). Physical examination skill testing (50%)

**HCT3100 PHYSIOLOGICAL BASES OF TENNIS PERFORMANCE**

**Campus** Footscray Park

**Prerequisite(s)** Foundations of Sports Science; Nutrition [SRSCOA014A]

**Content** The content of this unit of study will cover:
- Physiological demands of tennis, energy systems predominately used in tennis, neuromuscular systems and it’s role in strength, power, flexibility and endurance. Testing protocols for the tennis player.
- Current training methodologies for tennis, environmental and thermoregulatory issues in tennis players.

**Required Reading** Wilmore, J. H., and Costill, D. L. Physiology of Sport and Exercise. 3rd Ed. Human Kinetics. 2004


**Subject Hours** Three hours per week for one semester comprising of one, one-hour lecture and one, two-hour laboratory.

**Assessment** CGA: P1, P2, O1 & O2, W1 & W2, A1, C1

There are three components to the Assessment (1) practical reports worth 30%; (2) end of semester exam worth 55% and (3) a problem-based assignment worth 15%. A cumulative mark of 50% is required to pass the subject. Practical - students must attend at least 85% of all practicals to pass this subject. Attendance of less than 85% will result in failure of the subject. Submissions of three laboratory written reports are required. These reports will be assessed and will comprise 30% of the subject 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 comprise both multiple choice and short answer questions and will cover all aspects of the subject, including lecture and laboratory material. Problem-based assignment: A problem-based hypothetical assignment worth 15% will be distributed in Week 7 to apply concepts learnt in lectures and laboratories during the previous weeks.

**HCT3101 APPLIED PSYCHOLOGY OF TENNIS**

**Campus** Footscray Park

**Prerequisite(s)** Sports Psychology [SRSCOA013A]

**Content** 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.

**Required Reading** Morris, T. & Summers, J. (Eds.), Sport Psychology: Theory, Applications and Issues. Wiley & Sons: Sydney. 2004

HTS3102 KINESIOLOGY OF TENNIS

Campus: Footscray Park

Prerequisite(s): Anatomy and Physiology (SRFFIT008A)

Content: 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, technique in tennis.


Assessment: CGA: P1, I1&2, O1&2, W1, A1, C1, Laboratory reports 20%, Presentation on a motor learning topic of choice 30%, End of semester examination (2 hour) 50%.

HTS3103 PERFORMANCE STUDIES (TENNIS)

Campus: Footscray Park

Prerequisite(s): Tennis Practicum [Diploma Sport & Recreation [Tennis]]

Content: The content of this unit of study will cover:
- History of tennis, tennis practice, tennis business, tennis administration and development, tennis coaching, tennis development, tennis law.


Assessment: Mid-Semester Exam (1 hour) - 20%, Final Exam (2 hour) 50%, Video analysis and report of student’s tennis stroke(s) (500 words) 20%.

HTS3201 MOTOR LEARNING AND SKILL DEVELOPMENT

Campus: Footscray Park

Prerequisite(s): None

Content: The content of this unit of study will cover:
- The physics and technology of tennis.
- Factors contributing to the development of tennis.
- The development of motor learning.
- The role of skill acquisition in tennis.


Assessment: CGA: P1, I1, A1

HTS3202 TECHNOLOGY AND TENNIS

Campus: Footscray Park

Prerequisite(s): Nil

Content: The content of this unit of study will cover:
- The history of technology in tennis.
- The evolution of technology in tennis.
- The impact of technology in tennis.

Recommended Reading: Interdisciplinary Approach to Tennis. Roetert, P. and Groppel, J. (Eds). Human Kinetics: Champaign IL. 1998. Specific readings will also be given for each lecture topic.

Assessment: CGA: P1, I1, A1

HTS3203 PERFORMANCE STUDIES (TENNIS) II

Campus: Footscray Park

Prerequisite(s): Performance Studies I (HTS3103)

Content: The content of this unit of study will cover:
- Research methods in tennis.
- Analysis of tennis performance.
- The impact of technology in tennis.


Assessment: CGA: P1, I1, A1

HTS3203 PERFORMANCE STUDIES (TENNIS) II

Campus: Footscray Park

Prerequisite(s): Performance Studies I (HTS3103)

Content: The content of this unit of study will cover:
- Research methods in tennis.
- Analysis of tennis performance.
- The impact of technology in tennis.


Assessment: CGA: P1, I1, A1

HTS3203 PERFORMANCE STUDIES (TENNIS) II

Campus: Footscray Park

Prerequisite(s): Performance Studies I (HTS3103)

Content: The content of this unit of study will cover:
- Research methods in tennis.
- Analysis of tennis performance.
- The impact of technology in tennis.


Assessment: CGA: P1, I1, A1

HTS3203 PERFORMANCE STUDIES (TENNIS) II

Campus: Footscray Park

Prerequisite(s): Performance Studies I (HTS3103)

Content: The content of this unit of study will cover:
- Research methods in tennis.
- Analysis of tennis performance.
- The impact of technology in tennis.


Assessment: CGA: P1, I1, A1
HTS3300 INJURY PREVENTION FOR TENNIS (SPORTS MEDICINE)
Campus Footscray Park
Prerequisite(s) Nil
Content The content of this unit of study will cover epidemiology of tennis injuries, injury risks in tennis strokes, musculoskeletal examinations for tennis athletes, protective devices and equipment, taping and bracing techniques, sports first aid for the tennis player, the traveling player, roles of the medical profession in tennis, medical issues for specific populations, (e.g. females, children, veterans etc).
Subject Hours Two hours per week for one semester comprising lectures laboratories and tutorials.
Assessment Mid-semester examination (1 hour) 25%, Practical examination 35%, Final examination (2 hours) 45%.

HTS3301 EXERCISE PRESCRIPTION AND TRAINING FOR TENNIS
Campus Footscray Park
Prerequisite(s) Individualised training programs (SRSCOA003A); Strength and Conditioning (SRSSAC001A)
Content 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 (e.g. veterans, females, children), tennis exercise programs (e.g. Tennis Workout), exercise risks.
Subject Hours Three hours per week for one semester comprising of one-hour lecture and one-half hour tutorial/tutor.
Assessment CGA: P 2, I 2, O3, W 2, A 2, D 2 End of Semester exam (2 hours) 45% Physical capacities analysis and report 25% Periodised training program for a tennis athlete 30%.

HTS3302 COMMUNICATION AND TEACHING TECHNIQUES
Campus Footscray Park
Prerequisite(s) Leadership (BSXFMI502A); OHS (SRXOHS003A)
Content The content of this unit of study will cover teaching methodologies in tennis, jow to prepare for presentations to stakeholders (Parents, State/National associations etc).

Recommended Reading Specific readings will also be given for each lecture topic.
Subject Hours Three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial.
Assessment CGA: I 1, O 1, 2 & 3, W 1, 2 & 3, A 1 & 2, C1 & 2. Systematic observation study of own-coaching behavior during the course of the semester to write up and present as report - 40%, development and presentation of educational resource specific for tennis -30%, oral presentations and demonstrations 3x10%.

HTS3303 PERFORMANCE STUDIES (TENNIS) III
Campus Footscray Park
Prerequisite Performance Studies II (HTS3202)
Content The content of this unit of study will cover coaching (under supervision) of junior and adult players and playing against high performance junior players.
Required Reading Nil
Recommended Reading Nil
Subject Hours Six hours per week for one semester comprising of three two-hour sessions of participation.
Assessment CGA: P 3, I 3, O 1, 2 & 3, W 13, A3, C 3, D 2 & 3 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%.

JHL0111 ENGLISH LANGUAGE AND COMMUNICATION SKILLS B
Reference available in Health, Engineering and Science 2006 Handbook
RBF1738 CELL STRUCTURE AND FUNCTION
Campus St Albans
Prerequisite(s) Nil
Content Microscopic cell structure and function; cellular reproduction to include bacteria and viruses; cell membranes and transport; nuclear structure and function; mitochondrial activity; ribosomal activity; cell type specificity; lysosomes; autolysis; histology; human genetics; microbiology; spread and transmission of infection and microbes; categories of infective agents; bacterial; viral; fungal; parasitic; sterilisation and disinfection; resistance; host and infective agents.
Required Reading To be advised by lecturer.
Subject Hours Two (2) hours per week for one semester comprising two 1-hour lectures and one 2-hour laboratory session in alternate weeks.
Assessment Reports (40%); written examination (60%).

RBM1174 HUMAN PHYSIOLOGY
Campus Footscray Park
Prerequisite(s) Nil
Content The general aim of the subject is to give students an understanding of basic concepts in human physiology. Successful completion of the subject will enable students to (1) describe basic cell structures and functions for generalised and specialised cells; (2) outline co-ordinated body functions with specific applications to the cardiovascular, respiratory, musculo-skeletal, neural, alimentary and renal systems; (3) understand basic concepts in organic metabolism and energy balance.
RBM1515 ANATOMY AND PHYSIOLOGY 1

Campus St Albans
Prerequisite(s) Nil
Content The subject provides students with a basic knowledge and understanding of the structure and function of human body. Cells and tissues are introduced. Basic concepts in chemistry and biochemistry are covered in relation to the human body. The bones, joints and muscles of the body are taught in an integrated way using a regional approach. The nervous system and endocrine system are discussed to highlight their regulatory role for control, co-ordination and communication. The physiology of nerve cells is also covered, and this is followed by a discussion of special senses, in particular, hearing, sight, and balance.
Recommended Reading To be advised by Lecturer.
Subject Hours Four (4) hours per week for one semester comprising lectures, tutorials and laboratory work.
Assessment Test and assignment (20%), laboratory work/test (40%); theory examination (40%).

RBM1519 HUMAN BIOSCIENCE 1

Campus St Albans
Prerequisite(s) Nil
Corequisite(s) HTHN1210 Nursing 1: Health Assessment.
Content In this subject, Human Bioscience will be introduced and placed in context with nursing in an integrated fashion. Anatomy, physiology and basic concepts in chemistry and microbiology will be taught in an integrated fashion. content will include a brief overview of the organization of the human body; students will be introduced to structure and functions of cells and the various types of tissues in the body. Basic concepts in chemistry are covered. Therefore providing the groundwork to support an understanding of the various types of cells and their functions within the body. Students are also introduced to microbiology which is placed in context with infection control. The importance of homeostasis and the role of the neuro-endocrine system in maintaining equilibrium within the body are emphasised. The nervous system and endocrine system are introduced to highlight their regulatory role for control, co-ordination and communication. The nervous system will be represented as the body’s most rapid means of maintaining homeostasis via sensations, integration and response to changes, both within the body and in the outside environment. The physiology of nerve cells will be introduced. This will be followed by a discussion of other body systems emphasizing the relationship between structure and function and their relevance to Nursing.
Class Contact Fifty-six hours comprising of lectures, practical/tutorial class and a range of online delivery methods.
Assessment Test and examination, 50%; practical assignments/tests, 50%.

RBM1520 INTRODUCTION TO PLANT SCIENCE

Campus St Albans
Prerequisite(s) Nil
Content Plant morphology and internal anatomy of stem, root and leaves; cell structures and content s; parts of flowers and fruits and their variations; Basic taxonomy, orders and families of selected Chinese medicinal plants; Basics of the origin and distribution of primary and secondary metabolites.
Required Reading Kanagaratnam, N. (1999). Botany monograph. St Albans: Victoria University of Technology, School of Life Sciences and Technology.
Recommended Reading To be advised by Lecturer.
Subject Hours A minimum of forty (40) hours for one semester comprising lectures, laboratory sessions and field trips.
Assessment Practical report examination (40%); theory examination (60%). Normally a pass must be gained in each component of assessment. This subject is a hurdle requirement.

RBM1525 ANATOMY AND PHYSIOLOGY 2

Campus St Albans
Prerequisite(s) Nil
Content The aim of this subject is to build upon the introductory knowledge of human structure and function covered in SBM1515 Anatomy and Physiology 1 in order for students to gain an integrated understanding of human organs and body systems. The cardiovascular, respiratory, urinary, gastrointestinal and reproductive systems are placed in context with their overall regulation and co-ordination via the neuro-endocrine system. This provides an understanding of how homeostatic mechanisms regulate variables such as blood pressure, blood gas status, fluid and electrolyte balance and acid-base balance. The provision of nutrients to the body by the gastrointestinal system is integrated with the study of biochemistry and metabolism. An introduction to basic concepts of inheritance is followed by the study of the male and female reproductive systems.
Recommended Reading To be advised by Lecturer.
Subject Hours Four (4) hours per week for one semester comprising lectures, tutorials and laboratory work.
Assessment Test and assignment (20%); laboratory work/test (40%); theory examination (40%).

RBM1530 HUMAN BIOSCIENCE 2

Campus St Albans
Prerequisite(s) SBM1519 Human Bioscience 1
Content In this subject, Human Bioscience 2 will be continued in context with nursing in an integrated fashion. Anatomy, physiology and basic concepts in chemistry and microbiology will be taught in an integrated fashion. content will expand previous knowledge of the organization of the human body, structure and functions of cells and the various types of tissues in the body. Further concepts in chemistry, microbiology, infection control, homeostasis and the role of the neuro-endocrine system in maintaining equilibrium within the body are emphasized. The nervous system and endocrine system are expanded to highlight their regulatory role for control, co-ordination and communication. This will be followed by discussions of other body systems emphasizing the relationship between structure and function and their relevance to Nursing.
RBM1535 HUMAN BIOSCIENCE A

Campus St Albans

Prerequisite(s) Anatomy and Physiology

Content In this subject, anatomy and physiology will be taught using a systems approach. The following systems will be covered: nervous, endocrine, cardiovascular, pulmonary, respiratory, gastrointestinal, renal, reproductve, musculoskeletal, integumentary. Their relevance to Nursing will be highlighted.


Subject Hours A total of 32 hours comprising lectures, laboratories, tutorials.

Assessment Theory Examination (60%); Practical Examination 40%.

RBM2517 HUMAN BIOSCIENCE 3

Campus St Albans

Prerequisite(s) SBM1530 Human Bioscience 2.

Content The presentation of major concepts and principles of pathophysiology, illustrating their relationship to a range of common/important acute and chronic illness. This subject supports the topics in concurrent nursing units by providing a scientific basis for understanding disease processes such as cellular injury, inflammation, infection, and shock; by elucidating the underlying mechanisms which result in clinical manifestations; and by presenting the rationale for therapeutic interventions. Microbiology will be discussed with reference to the growth and physiology of microorganisms, their pathogenic potential, infection control and antibiotic treatment. The pathophysiological principles underlying disorders of major body systems and subsystems will be discussed; for example, in cardiovascular pathophysiology, shock, cardiac failure, hypertension and atherosclerosis will be examined. Other topics covered may include haemotology, the respiratory system, renal system, and fluid and electrolyte imbalances, however specific systems in this subject may be interchanged with those in the fourth semester subject as appropriate.


Subject Hours 40 hours comprising threeper week (3 hours of lectures and two-hours of tutorial/laboratory) for eleven weeks.

Assessment Assignment and tutorial/laboratory reports, 40%; examination, 60%.

RBM2527 HUMAN BIOSCIENCE 4

Campus St Albans

Prerequisite(s) SBM2517 Human Bioscience 3

Content This subject furthers the understanding of pathophysiological principles and disease processes introduced in SBM2517 Bioscience 3. Topics will include neoplasia, and disorders of the nervous, endocrine and musculoskeletal systems and gastrointestinal tract. Disorders of the reproductive tract including infertility will be presented. Important genetic disorders such as cystic fibrosis and their modes of inheritance will also be examined. But this content may be interchanged with systems listed in the third semester subject.


Subject Hours 40 hours comprising threeper week (3 hours of lectures and two-hours of tutorial/laboratory) for eleven weeks.

Assessment Assignment and tutorial/laboratory reports, 40%; examination, 60%.

Subject Hours 40 hours per semester of lectures and tutorial.
Assessment Test, 30%; examination, 70%.

**RBM2575 PHYTOPHARMACEUTICS**

**Campus** St Albans
**Prerequisite(s)** RBM1529 Introduction to Plant Sciences; RBM1525 Anatomy and Physiology 2; or equivalents.
**Content** Basic Phytochemistry and phytopharmacology; pharmacological activities - Chinese natural drugs acting on the various body systems; active constituents of the Chinese pharmacy; toxic dosages - LD50 concept; toxic dosages of the Scheduled Poisons List - Chinese herbs; poisoning records and Chinese medical antidotes.
**Recommended Reading** To be advised by Lecturer.
**Subject Hours** Two (2) hours per week or equivalent for two semesters comprising lectures, tutorials and workshops.
**Assessment** Assignments (30%); examination (70%). Normally a pass must be gained in each component of assessment. This subject is a hurdle requirement.

**RBM3515 CLINICAL PHARMACOLOGY AND PATHOPHYSIOLOGY**

**Campus** St Albans, Off Campus
**Prerequisite(s)** SBM1529 Introduction to Plant Sciences; SBM1525 Anatomy and Physiology 2; or equivalents.
**Content** Fundamental pathophysiology, commonly used pharmaceuticals, and pertinent medical terminology with particular emphasis on understanding the actions of specific pharmaceuticals and the identification of potentially life-threatening conditions.
**Recommended Reading** To be advised by Lecturer.
**Subject Hours** Six (6) hours per week or equivalent for one semester comprising lectures, workshops and clinical observations in appropriate health care settings.
**Assessment** One assignment (25%); one clinical report (25%); one examination (50%). Normally a pass must be gained in each component of assessment. This subject is a hurdle requirement.

**RBM3525 CLINICAL PATHOPHYSIOLOGY**

**Campus** St Albans
**Prerequisite(s)** SBM3515 Clinical Pharmacology and Pathophysiology; or equivalents.
**Content** Development of material covered in the subject Clinical Pharmacology and Pathophysiology with particular emphasis on the identification of potentially life-threatening conditions. An understanding of the main pathology tests and diagnostic techniques; the development of skill in the use of the stethoscope, sphygmomanometer, otoscope, organ palpation and other basic procedures employed by the health care professionals; a CM understanding of the medical conditions studied.
**Recommended Reading** To be advised by Lecturer.
**Subject Hours** Four (4) hours or equivalent per week for one semester comprising lectures, workshops and clinical observations in appropriate health care settings.
**Assessment** One assignment (25%); one practical assessment on the use of diagnostic equipment (25%); one examination (50%). Normally a pass must be gained in each area of assessment.

**RCM1611 APPLIED STATISTICS 1**

**Campus** Footscray Park
**Prerequisite(s)** Nil
**Subject Hours** Three hours per week for one semester, comprising two one-hour lectures and one one-hour tutorial.
**Assessment** Final examination, 70%; assignment and tests, 30%.

**RCM1612 APPLIED STATISTICS 2**

**Campus** Footscray Park
**Prerequisite(s)** SCM1611 Applied Statistics 1.
**Subjects Hours** Three hours per week for one semester, comprising two one-hour lectures and one one-hour tutorial.
**Assessment** Final examination, 70%; assignment and tests, 30%.

**RCM1711 MATHEMATICAL FOUNDATIONS 1**

**Campus** Footscray Park
**Prerequisite(s)** Nil
**Subject Hours** Four hours per week for one semester, comprising three hours of lectures and one hour of laboratory/tutorial.
**Assessment** Final examination, 75%; mid semester test, 25%.
RCM1712 MATHEMATICAL FOUNDATIONS 2

Campus Footscray Park


Assessment Final examination, 75%; mid semester test, 25%.

RCM2713 MODELLING FOR DECISION MAKING

Campus Footscray Park

Prerequisite(s) SCM1711, SCM1712


Assessment Final examination, 80%; tests, 20%.

RCM2911 LINEAR PROGRAMMING

Campus Footscray Park

Prerequisite(s) Nil

Content Introduction to linear programming, model formulation, graphical solution, simplex methods for maximisation and minimisation problems, primal and dual problems, sensitivity analysis. Special linear programming models: transportation, transhipment and assignment problems. Pure and mixed integer linear programming, branch and bound techniques for solving LP. Knapsack problems. Use of a computer package (LINGO) for solving LP and ILP.


Class Contact Three hours per week for one semester.

Assessment Final examination, 80%; assignments, 20%.

RCM3712 CODING, CRYPTOGRAPHY AND COMPUTER SECURITY

Campus Footscray Park

Prerequisite(s) SCM1711 Mathematical Foundations 1 and SCM1712 Mathematical Foundations 2.

Content Information Theory, error correcting and error control codes, cryptography, one way functions, public key systems, Data Encryption Standard.


Assessment Final examination, 80%; tests, 20%.

RMA1010 INTRODUCTORY MATHEMATICS

Campus Footscray Park

Prerequisite(s) Nil


Assessment Final examination, 80%; assignment and tests, 20%.

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POSTGRADUATE STUDIES

HIGHER DEGREES BY RESEARCH

The Faculty of Arts, Education and Human Development offers supervision for both Masters by Research and Doctorate programs in any of the following areas:

- 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 Islands Studies;
- Political Science;
- Postcolonial Studies;
- Psychology of Health and Social Development;
- Sleep and Sleep Problems;
- Social Policy and Social Planning;
- Social Work;
- Sociology;
- Spanish and Latin American Studies;
- Women’s Studies.

DOCTOR OF PHILOSOPHY

The Faculty 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.

All Schools in the Faculty of Arts, Education and Human Development accept individual candidates for research leading to the degrees of Master of Arts and Doctor of Philosophy.

ELIGIBILITY

MASTER OF ARTS (RESEARCH)

Applicants should normally have completed a four year undergraduate degree with Honours, or have attained results at Distinction level or higher in a three year undergraduate degree and have other relevant experience.

DOCTOR OF PHILOSOPHY

Applicants 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 place 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.

ADMISSION REQUIREMENTS

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.

ENROLLING

Following discussion with the appropriate School, you are required to complete an Application for Enrolment for a Higher Degree, which is available from the Faculty of Arts, Education and Human Development office. The application should be accompanied with a copy of your certified academic results together with a brief one to two page description of your proposed research including the project’s title; aims; and methodology; an outline of the timescale of the program, facilities and equipment required, and a statement of the significance of the project. Applications should be lodged with the relevant School.

The Postgraduate Studies Administrator will then contact you to arrange a suitable time for you to enrol. Students are expected to pay any fees at the time of enrolment or shortly thereafter.
Choosing a Supervisor

Choosing a supervisor is a critical stage of the initial admissions process. Not only do you need to choose a supervisor, who has the appropriate professional experience and interest in your chosen topic, but also a supervisor you will feel comfortable with and who has the time to commit to your project.

The Faculty of Arts, Education and Human Development has produced a Guide to Academic Staff for Research Supervision which is a register of all permanent full-time academic staff members within the Faculty. The booklet briefly notes each staff member’s qualifications and area of expertise, which should give you a broad idea of who might be suitable as a possible supervisor. You may contact any person listed in the booklet, or alternatively the relevant school or faculty postgraduate co-ordinator listed on this page should be able to match you up with an appropriate member of the Faculty.

Applying for Candidature

Full-time students are required to complete an Application for Candidature within 6 months of the date of their initial enrolment, whilst part-time students are required to complete the process within 12 months from the date of their enrolment.

An Application for Candidature is a brief research proposal, which outlines your chosen topic. The satisfactory preparation of this application is fundamental to the eventual process of your thesis, and constitutes the first stage of the research project. Whilst the length of an application may vary from student to student, the following areas must be addressed in the proposal:

- title of program;
- contribution to knowledge;
- a clear, brief and concise summary which informs persons outside the field of why the project is of significance;
- a brief literature review;
- aims of the program, both general and specific;
- a detailed plan of methodology and techniques;
- facilities and equipment required and the extent of their use;
- budget;
- an outline of the timescale of the program.

Applications for Masters Candidature are forwarded by Schools to the Faculty’s Research and Graduate Studies Committee (RAGS) for approval. Applications for Doctoral Candidature are forwarded by Schools to RAGS for recommendation of approval and then to the University’s Committee for Postgraduate Studies (CPS) for approval.

Ethics

Research that has ethical implications must be approved by either the Faculty’s Ethics Committee or the University’s Ethics Committee. You must apply formally. Applications for Ethics approval are normally prepared concurrently with the Application for Candidature.

Support for Research Students

The Faculty recognises research students as colleagues in the Faculty, and every effort is made to provide you with as much financial and practical support as possible. Students are eligible for financial support to attend conferences and conduct field or library research. Office space and computer facilities are also made available to students where possible. Students should contact Jane Trewin on 9919 2689 or Grace Schipera on 9919 4000 for details. As mentioned previously, the Faculty offers an intensive two-day seminar/workshop each year covering key aspects of thesis planning, writing and production.

Scholarships

The following scholarship schemes are offered to enable students to pursue higher degrees by research. The closing date for all scholarships is normally October 31:

- Australian Postgraduate Awards;
- Victoria University of Technology Postgraduate Research Scholarships;
- Return to Study Research Award;
- Overseas Postgraduate Research Scholarships.

Enquiries regarding scholarships should be directed to the University’s Scholarships Officer on (03) 9919 5014.

Enquiries

General enquiries regarding higher degrees by research can be directed to Jane Trewin in the Faculty of Arts, Education and Human Development on (03) 9365 2689. The Guide to Research Degrees, which gives detailed information on all aspects of higher degree research, is also available from either the Faculty of Arts, Education and Human Development Office or from the University’s Postgraduate Studies Unit, telephone (03) 9919 4522.

School Profiles

Students may undertake Masters by Research and Doctorate programs within any of the three Schools across the Faculty. Details of each School’s areas of expertise are detailed as follows:
Academic staff and postgraduate students in the School of Communication, Culture and Languages are active in undertaking research.

Staff within the School are able to offer research supervision to students wishing to pursue higher degree research studies for a Master of Arts or Doctor of Philosophy (PhD) in the following areas:

**Media and Cultural Studies** – including popular journalism, media in education, broadcast policy, public radio, gender and the media, popular film, television, audiences, cultural production, Australian cinema and feminist issues in cinema studies, cultural policy, commercialisation of culture and sub-cultures.

**Literary Studies** – including postcolonial and indigenous literatures, women’s writing, contemporary Australian fiction, popular fiction, reception of literary theory in Australia.

**Applied Linguistics and Sociolinguistics** – including language maintenance and use, second language acquisition, cross-cultural communication, English in Australia, ethnicity and identity and language policy.

**Communication Studies** – including organisational communication, public communication, international communication processes and issues, new communication technologies, interpersonal and group communication, communication industries, communication for community development, impact of new technologies.

**Gender and Women’s Studies** – including feminist theory and policy, women and the environment, labour and unionism, feminist pedagogy and epistemology, gender issues in international development.

**Multimedia** – creative projects

**Public Relations** – contemporary theory and practice.

**Writing** – including literary and creative work in (auto)biography, poetry, fiction, creative non-fiction, textual analysis of non literary texts, sociology of textual production, action research using writing, technical and scientific writing, media writing, feminist writing.

**Chinese Language and Culture** – interpreting and translating, cross-cultural communication, modern Chinese literature and cinema, society and cultures, media and popular culture.

**Japanese Language and Culture** – interpreting and translating, cross-cultural communication, modern Japanese literature and cinema, society and cultures, media and popular culture.

**Spanish and Latin American Language and Culture** – including the Spanish language in Australia, Spain and Latin America, interpreting and translating, cross-cultural communication with Latin America, modern Latin American literature, society and cultures, media and popular culture.

**Vietnamese Language and Culture** – interpreting and translating, cross-cultural communication, modern Vietnamese literature and cinema, society and cultures, media and popular culture.
The School of Psychology offers well-qualified students the opportunity to undertake Master of Arts and Doctor of Philosophy degrees by research. The School has a diversity of staff that is available to supervise research students. A selection of some of the areas of interest are: Aboriginal issues in psychology, child and adolescent development, chronic illness, clinical psychotherapy, cognitive performance, community mental health, counselling, cross-cultural issues and service delivery, developmental psychology, diabetes and health behaviour, eating disorders, environmental/conservation issues, evaluation research, family process and attachment, feminism and psychology, gambling behaviour, group dynamics, head injury, hypnosis, independent living skills, learning disability, migrant adjustment, neuropsychological treatments, personality development, psychometrics, psychotherapy, reading comprehension, rehabilitation, sleep and sleep disorders, stroke and dementia and women’s health. The School has research facilities, including a sleep laboratory and a clinic, plus office space and computing access to support its research students.

Applicants for the Master of Arts by Research or Doctor of Philosophy in the School of Psychology should normally have an Australian Psychological Society accredited 4th year (Honours or Graduate Diploma) in Psychology, with results at the 2A honours level or better. Students with 4th years or Master’s degrees in other, related disciplines may be considered if appropriate supervision is available.

Students are invited in the first instance, to discuss their potential research topic with the School Research Professor. If a suitable supervisor can be arranged, the student is expected to spend several sessions with that supervisor refining an Application for Admission, which will then be considered by the School’s Committee for Postgraduate Studies. Successful applicants may then enrol. It is expected that students will then spend 6 months (or part-time equivalent) developing an Application for Candidature, which involves a detailed, specific research proposal accompanied by a literature review. Application for ethical approval of the project must also occur about this time. Once students are accepted for candidature, data collection can proceed. Standard completion times are 18 months for a Masters degree and 36 months for a PhD, or part-time equivalent.

Postgraduate research students are encouraged to become involved in the life of the School of Psychology, attending colloquia, conferences, and other special events. The Victoria University of Technology offers, on a competitive basis, APA and University scholarships for research higher degree students. Faculty HECS exemption awards are made available to all full-time students.

The School of Psychology also offers a PhD program that includes the coursework and practical placement components of a professional masters program. Students may specialise in the Master of Applied Psychology coursework programs (Community Psychology or Sport Psychology) or in the Master of Psychology coursework program (Clinical Psychology or Clinical Neuropsychology). The entire program involves four years of full-time study with the Masters requirements spread over two years. At the successful completion of the program students would graduate with a PhD (externally examined) and receive an academic transcript from the University that they have successfully completed the coursework and practical placement components of the selected Masters course. A Doctor of Applied Psychology is now offered. This will make students eligible to apply for registration/membership with the Victorian Psychologists’ Registration Board and the Australian Psychological Society (APS) (subject to further supervised experience).
SCHOOL OF SOCIAL SCIENCES

Academic staff are involved in a wide range of theoretical and applied research related to social policy and social planning; social work; environmental management; public administration; education and health policy; and human services planning, management and evaluation.

Current research projects being undertaken by academic staff include: community services in new communities; law and the human sciences; women and work, urban history in Southeast and East Asia and Indo-China, Labor history, cold war culture, post-war catholic intellectuals, the military in Australian culture, South African history, economic development in Vietnam, comparative sociology of masculinity in Asia, the Multifunction Polis, Indonesian history and politics, Japanese business practices, Australia’s role in contemporary Asia, Chinese influences on the Vietnamese language, and comparative studies of Chinese family structures.

Supervision can also be provided in the following:

- Sociology including social and political theory, sociology of beliefs, immigration and multicultural issues, education and social change, the future of work, the changing role of the public sector, international organizations, history and philosophy of science, cultural studies in particular Italian and Maltese links with Australia.
- Pacific Studies in particular history, education, gender relations, environment, regional organisations and international relations in the Pacific Islands region. Media, communications and other relations between Australia and Pacific Islands, in particular Papua New Guinea, Vanuatu, New Caledonia, Fiji, the Solomon Islands and Micronesia. Community development and Australian aid relations with the Pacific region.
- Studies on East and Southeast Asia and Australia’s role in Asia. Particular attention is placed on cultural, political, historical and economic aspects of modern East and Southeast Asian states.

The School offers candidates the opportunity to study for a Master of Arts degree by research and a Doctor of Philosophy (PhD) in any of the disciplines of Sociology, Politics, Social Policy, Social Work, Pacific Studies, Legal Studies or relating to East and South East Asia. Candidates may also undertake research in the area of Political Science. Students are encouraged to examine issues relating to Australian-Asian or Australian-Pacific relations, Australian public policy and constitutional reforms in Australia.

POSTGRADUATE PROGRAMS BY COURSEWORK

POSTGRADUATE PROGRAM IN ASIAN AND PACIFIC STUDIES

GRADUATE CERTIFICATE IN ASIAN AND PACIFIC STUDIES
(GENERAL STREAM)
Course Code: ATAP
Campus: Footscray Park

GRADUATE CERTIFICATE IN ASIAN AND PACIFIC STUDIES
(COMMUNITY DEVELOPMENT STREAM)
Course Code: ATSP
Campus: St Albans

GRADUATE DIPLOMA IN ASIAN AND PACIFIC STUDIES
(GENERAL STREAM)
Course Code: AGAP
Campus: Footscray Park

GRADUATE DIPLOMA IN ASIAN AND PACIFIC STUDIES
(COMMUNITY DEVELOPMENT STREAM)
Course Code: AGSP
Campus: St Albans

MASTER OF ARTS IN ASIAN AND PACIFIC STUDIES
(GENERAL STREAM)
Course Code: AMAP
Campus: Footscray Park

MASTER OF ARTS IN ASIAN AND PACIFIC STUDIES
(COMMUNITY DEVELOPMENT STREAM)
Course Code: AMSP
Campus: St Albans
### Course Description

**General Stream**
The program is designed for those students who wish to continue their focus on Asian and/or Pacific Studies from an undergraduate level or who have completed an undergraduate degree or equivalent in another discipline and wish to complement their knowledge with studies of Asia and the Pacific. Students normally enrol in the Graduate Certificate program and then proceed to the Graduate Diploma program. Students may then enter the Masters program, depending on the results they have achieved.

**Community Development Stream**
The program provides community development skills, knowledge, and expertise for intending, or already employed, community development and development project workers in the Asia Pacific region. The key focus areas of the program include: theoretical and practical community development approaches; project planning and management; research skills (including participatory rapid appraisal); an understanding of the social, political and economic contexts and issues in Asia and the Pacific; and an opportunity to put theory into practice through a professional project. Students normally enrol in the Graduate Certificate program and then proceed to the Graduate Diploma program. Students may then enter the Masters program, depending on the results they have achieved.

### 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 society and culture;
- Skills sufficient to analyse data and texts relating to the above.
- To provide community development skills, knowledge, and expertise for intending, or already employed, community development and development project workers in the Asia Pacific region (Community Development stream only)

### Course Duration
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 its equivalent). Students may exit the program after:
- One semester full-time equivalent with a Graduate Certificate
- One year full-time equivalent with a Graduate Diploma
- Two years full-time equivalent with a Masters Degree.

### Course Requirements
- To qualify for the Graduate Certificate in Asian and Pacific Studies (either stream), students must complete a total of 60 credit points;
- To qualify for the Graduate Diploma in Asian and Pacific Studies (either stream), students must complete a total of 96 credit points; and
- To qualify for the Master of Arts in Asian and Pacific Studies (either stream), students must complete a total of 192 credit points.

### Course Structure (General Stream)

#### Graduate Certificate in Asian & Pacific Studies (General Stream)
Course Code: ATAP – Normal full-time load

**Year 1**
- **Semester One**
  - AAA5011 Interpreting ‘Asia’ and the ‘Pacific’
  - ASA5022 Approaches to Globalisation
  - ASS5002 Oceania in the Modern World
  - Plus one elective

#### Graduate Diploma in Asian & Pacific Studies (General Stream)
Course Code: AGAP – Normal full-time load

**Year 1**
- **Semester One**
  - AAA5011 Interpreting ‘Asia’ and the ‘Pacific’
  - ASA5022 Approaches to Globalisation
  - ASS5002 Oceania in the Modern World
  - Plus one elective
- **Semester Two**
  - AAA5002 Research Methods
  - AAA5021 Foreign Relations: Indonesia, Vietnam and Australia
  - Plus two electives

#### Master of Arts in Asian & Pacific Studies (General Stream)
Course Code: AMAP

**Year 1**
- **Semester One**
  - AAA5011 Interpreting ‘Asia’ and the ‘Pacific’
  - ASA5022 Approaches to Globalisation
  - ASS5002 Oceania in the Modern World
  - Plus one elective
- **Semester Two**
  - AAA5002 Thesis (Full time)
  - AAA5005 Thesis (Part time)
  - OPTION 1
  - ONE ELECTIVE
  - AAA6004 Minor Thesis (Full time)
  - AAA6005 Minor Thesis (Part time)
- **Year 2**
  - **OPTION 1**
  - **Semester One**
    - AAA6002 Thesis (Full time)
    - AAA6005 Thesis (Part time)
  - **Semester Two**
    - AAA6002 Thesis (Part time)
    - AAA6005 Thesis (Part time)
  - **OPTION 2**
  - **Semester One**
    - AAA6002 Thesis (Full time)
    - AAA6005 Thesis (Part time)
  - **Semester Two**
    - AAA6002 Thesis (Part time)
    - AAA6005 Thesis (Part time)
  - **OPTION 3**
  - **Semester One**
    - AAA6002 Thesis (Full time)
    - AAA6005 Thesis (Part time)
  - **Semester Two**
    - AAA6002 Thesis (Full time)
    - AAA6005 Thesis (Part time)

For full-time students thesis is taken over two years.
COURSE STRUCTURE (COMMUNITY DEVELOPMENT STREAM)

GRADUATE CERTIFICATE IN ASIAN & PACIFIC STUDIES (COMMUNITY DEVELOPMENT STREAM)
Course Code: ATSP – Normal full-time load
To undertake the Graduate Certificate course, student will be required to complete the equivalent of Semester One of the Graduate Diploma.

GRADUATE DIPLOMA IN ASIAN & PACIFIC STUDIES (COMMUNITY DEVELOPMENT STREAM)
Course Code: AGSP – Normal full-time load

MASTER OF ARTS IN ASIAN & PACIFIC STUDIES (COMMUNITY DEVELOPMENT STREAM)
Course Code: AMSP – Normal full-time load

Year 1
Semester One
AAA5011 Interpreting ‘Asia’ and the ‘Pacific’ or elective
ASA5001 Community Development Theory & Practice
SA5022 Approaches to Globalisation
plus one elective
Semester Two
AAA5002 Research Methods
ASA5002 Community Development Project Planning and Management
ASA5023 Building Capacity and Mobilising Civil Society
plus one elective

Year 2
OPTION ONE
Semester One
One elective
ASA6001 Professional Project (Full time)
Semester Two
One elective
ASA6001 Professional Project (Full time)
OPTION 2
Semester One
AAA6002 Thesis
Semester Two
AAA6002 Thesis

Arts electives may be chosen for either stream from the following subjects. Electives chosen from other Faculties will be deemed 30 credit points each.

Only a selection of these subjects will be offered each year.

AAA5012 Asian Cultures and Literature
AAA5013 Colonialism, Nationalism and Revolution in SE Asia
AAA5014 The Search for Meaning in Asia
AAA5015 Gender and Sexuality: Asian Perspectives
AAA5016 Asian Communities in Australia
AAA5017 Business Cultures in Asia
AAA5018 Culture and Politics in Indonesia
AAA5021 Foreign Relations: Indonesia, Vietnam and Australia
AAA5022 Politics of Globalisation
AAA5023 Global Citizenship
AAA5024 Political Economy of Globalisation
ACZ1001 Chinese 1A
ACZ1002 Chinese 1B
ACZ2001 Chinese 2A
ACZ2002 Chinese 2B

ACZ3001 Chinese 3A
ACZ3002 Chinese 3B
ACZ3011 Chinese People & Beliefs
ACZ3012 Chinese Film & Stories
ACJ1001 Introduction to Japanese
ACJ1002 Japanese 2
ACJ2001 Japanese 3
ACJ2002 Japanese 4
ACJ3001 Japanese 5
ACJ3002 Japanese 6
ACV1001 Basic Vietnamese A
ACV1002 Basic Vietnamese B
ACV2001 Intermediate Vietnamese A
ACV2002 Intermediate Vietnamese B
ACV3011 Vietnamese for Business
ACV3012 Vietnamese Folklore and Society
ACV3021 Vietnamese Language and Culture
ACV3022 Vietnamese Film and Media
ACA5011 Advanced English for Speakers Of Other Languages 1A – Communication
ACA5002 Advanced English for Speakers Of Other Languages 1B – Communication
ACA5003 Advanced English for Speakers Of Other Languages 2A – Media
ACA5004 Advanced English for Speakers Of Other Languages 2B – Literary English
ACA5005 Aspects of Language: Structure And Use
ACA5006 Australian Language: Variation, Conversation and Culture

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 subjects.

ENTRY TO MASTER OF ARTS PROGRAM
Normally, students who complete Graduate Diploma subjects with a Distinction (D) average will be eligible to continue to complete the Master of Arts program. Students who complete an honours degree in Asian and Pacific Studies are eligible to enter the second year of the Master of Arts although they must also complete the required subject Interpreting ‘Asia’ and the ‘Pacific’. Honours graduates from non-Asian Studies disciplines are required to complete the required subject ‘Interpreting Asia’ together with three electives.

Normally, students from other Graduate Diploma courses within the University will be required to complete the Graduate Diploma in Asian and Pacific Studies before entering the Masters program. Exceptions will be made for students who have a strong background in Asian and Pacific Studies.

COURSE FEES

GENERAL STREAM
Students undertaking this program will be charged through the Higher Education Contribution Scheme (HECS). Students will also be required to pay the University’s Annual General Service Fee.

COMMUNITY DEVELOPMENT STREAM
The course is full-fee paying. Contact the Faculty of Arts, Education and Human Development for further details.
POSTGRADUATE PROGRAM IN COMMUNITY SERVICES

GRADUATE CERTIFICATE IN COMMUNITY SERVICES
Course Code: ATSS

GRADUATE DIPLOMA IN COMMUNITY SERVICES
Course Code: AGSS

MASTER OF ARTS (COMMUNITY SERVICES)
Course Code: AMSS
Campus: Footscray Park
(with several optional subjects at St Albans & City Flinders)

COURSE DESCRIPTION
This program offers postgraduate awards at three levels of advanced professional practice in community services, each of which is designed to extend the undergraduate skills and knowledge of professional workers in diverse fields of community services practice.

COURSE OBJECTIVES
The courses are predicated on the understanding of Advanced Practice as the integration of superior knowledge and skills across many fronts – supervision of professional staff, management, influencing organizational functioning, engaging with communities that shape organizations, and providing high quality practice within specialist fields, such as counselling, aged care services, refugee services, survivors of domestic violence, hospital social work, child and young people’s welfare, youth homelessness support. Graduates will engage in understanding political and social debates that shape community services, develop skills and knowledge for research, campaigning and management as well as some specialist fields of practice.

COURSE DURATION
GRADUATE CERTIFICATE IN COMMUNITY SERVICES
One semester full-time or one year part-time.

GRADUATE DIPLOMA IN COMMUNITY SERVICES
One year full-time or two years part-time.

MA (COMMUNITY SERVICES)
Eighteen months full-time or three years part-time.

COURSE REQUIREMENTS
Graduate Certificate in Community Services — 48 credit points [four subjects consisting of ASH5001 Community Services (Ideologies in Practice) plus three other subjects from at least two subject streams.]

Graduate Diploma in Community Services — 96 credit points [eight subjects, consisting of core subjects ASH5001 Community Services (Ideologies in Practice) and ASH5002 Integrating Theory, Research & Practice in Community Services plus six other subjects from at least two subject streams.]

Master of Arts (Community Services) — 144 credit points [i.e. Grad. Dip. in Community Services, including one subject from Research Methods subject stream, plus thesis proposal & minor thesis of 20,000–30,000 words.

Community Services – Core subjects — ASH5001 Community Services (Ideologies in Practice), ASH5002 Integrating Theory, Research & Practice in Community Services

Practice Issues, Skills & Knowledge Stream
Selection from these subjects. Please check pre-requisite requirements, campus location and semester offerings in Subject Details. Students may negotiate alternative subjects with program co-ordinator.

COURSE STRUCTURE
ASH5003 Supervision for Professional Practice in Community Services
ASH5020 The Challenges of Social Transformation
APT5080 Cross Cultural Issues
APT5070 Social & Ethical Issues in Counselling
APPS003 Domestic Violence & Sexual Assault
HFG 4001 Social & Political Aspects of Ageing
ASA5021 Negotiating Advocacy: Contexts, Strategies, Actions
APM5015 Community Development Skills
BMOS560 Project Management
BMOS568 Teamworking
BMOS624 Organisational Change Management

ORGANISATION/COMMUNITY ENGAGEMENT STREAM
Selection from these subjects. Please check pre-requisite requirements, campus location and semester offerings in Subject Details. Students may negotiate alternative subjects with program co-ordinator.

ASA5024 Management in Non-Government Organisations
ASA5050 Conflict Resolution in Groups & Communities
ACG5045 Hypertext and Electronic Publishing
ACG5050 Communication Across Cultures
ACG5050 Community Across Cultures
APM5003 Organisational Psychology
BMOS520 Organisational Analysis & Behaviour
ACG5098 Managing Public Relations Campaigns
BMOS6509 Leadership & Corporate Governance
HFG4008 Management: Ethics & Social Responsibility in Aged Services
HGF1560 Financial Management (Aged Services)
HGF1571 Human Resource Management in Aged Services
HGF4002 Quality of Management of Aged Care

RESEARCH METHODS
Selection from these subjects. Please check pre-requisite requirements, campus location and semester offerings in Subject Details. Students may negotiate alternative subjects with program co-ordinator.

ACF5049 Approaches to Research
APP4003 Research Theory & Orientation
APM4002 Evaluation Research Methods
APM5003 Qualitative Research Methods
APM5013 Quantitative Research Methods

ADMISSION REQUIREMENTS
Graduate Certificate in Community Services:
- completion at honours level of an undergraduate degree in community services (such as BA(Human Services); BA (Community Development); B. Social Work); or
- completion of an undergraduate degree in community services (such as BA(Human Services); BA (Community Development); B. Social Work); plus at least two years of relevant post-graduating experience; or
- completion of any degree plus extensive post-graduating experience in the community services field.
Graduate Diploma in Community Services:

- completion of requirements for the Graduate Certificate in Community Services;

MA (Community Services):

- completion of the Graduate Diploma in Community Services, including two research methods subjects, and with marks in at least two subjects of 70 per cent or higher.

POSTGRADUATE PROGRAM IN COMMUNICATION (PUBLIC RELATIONS)

GRADUATE CERTIFICATE IN COMMUNICATION (PUBLIC RELATIONS)
Course Code: ATCA
Campus: City Flinders

COURSE DURATION
GRADUATE CERTIFICATE IN COMMUNICATION (PUBLIC RELATIONS)
One semester full-time or one year part-time.

GRADUATE DIPLOMA IN COMMUNICATION (PUBLIC RELATIONS)
One year full-time or two years part-time.

MASTERS OF ARTS IN COMMUNICATION
One-and-a-half years full-time or three years part-time.

COURSE REQUIREMENTS
To qualify for the award of Graduate Certificate in Communication (Public Relations) students must complete a total of 60 credit points.

To qualify for the award of Graduate Diploma in Communication (Public Relations) students must complete a total of 96 credit points.

COURSE STRUCTURE
Note that only a selection of these subjects is offered each year.

Graduate Certificate requirements are 4 core units

Graduate Diploma requirements are 5 core units and 3 elective units

ACG5055 Media Communication
ACG5069 Writing for the Web
ACG5097 Professional Public Relations for the 21st Century
ACG5099 Public Relations Writing
ACG5100 Ethics and Regulations in Communications Practice
ACG5098 Managing Public Relations Campaigns
ACF5049 Approaches to Research

Elective Units
ACG5055 Media Communication
ACG5069 Writing for the Web
ACG5096 Technical and Business Writing
ACG5045 Hypertext and Electronic Publishing (W)
ACG5050 Communication Across Cultures
ACG5060 Journalistic Writing for the Media (W)
ACG5065 Gendering Communication
ACG5025 Managing Organisational Communication

Business electives are available subject to timetable availability.

Graduate Diploma in Arts (History):

- completion of requirements for the Graduate Certificate in Arts (History);

MA (Arts (History)):

- completion of the Graduate Diploma in Arts (History), including two research methods subjects, and with marks in at least two subjects of 70 per cent or higher.

POSTGRADUATE PROGRAMS IN ARTS (HISTORY)

GRADUATE CERTIFICATE IN ARTS (HISTORY)
Course Code: ATAH
Campus: Footscray Park

GRADUATE DIPLOMA IN ARTS (HISTORY)
Course Code: AGAH
Campus: Footscray Park

COURSE DESCRIPTION
This program is designed to make a major in History available for graduates who either don't have such a major in their academic profile, or who wish to refresh or otherwise up-grade their academic credentials in this area. The Graduate Certificate and Graduate Diploma in Arts (History) are not available to students who have completed or are completing an undergraduate History sequence within the Faculty of Arts, Education and Human Development at Victoria University.

COURSE OBJECTIVES
The course aims to make students aware of major historical events and processes that shape their lives (in C. Wright Mills' terms, helping to nurture a 'sociological imagination' by linking personal circumstances to public issues) and to raise the levels of public debate about Australia and the world.

COURSE DURATION
The duration of the Graduate Certificate is one semester full-time or two semesters part-time and the Graduate Diploma is two semesters full-time or four semesters part time. Students may exit from the program after:

- one semester full time with a Graduate Certificate;
- one year full time with a Graduate Diploma.

COURSE REQUIREMENTS
To qualify for the Graduate Certificate in Arts (History) students must complete a total of 60 credit points.

To qualify for the Graduate Diploma in Arts (History) students must complete a total of 96 credit points.

COURSE STRUCTURE
Note that only a selection of these subjects is offered each year.

GRADUATE CERTIFICATE IN ARTS (HISTORY)
Year 1
Semester One
AAH1001 World History
AAH3011 American History 1
AAH2013 The Rise and Fall of Apartheid
AAH3014 Issues in Australian History

GRADUATE DIPLOMA IN ARTS (HISTORY)
Year 1
Semester One
AAH1001 World History
AAH3011 American History 1
AAH2013 The Rise and Fall of Apartheid
AAH3014 Issues in Australian History
Semester Two
Choose four units of study from the following
AAA2001 Cultural History of Tibet
AAH1008 Australians at War
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

AAH2011 European History 1
AAH3012 American History 2
AAH2014 Making of the Modern Middle East

Alternative Units of study – History
AAAS005 Colonialism, Nationalism & Revolution in Southeast Asia
AAH2012 European History 2
AAH3003 History of Mobility
AAH3004 International Communism and the Cold War

ADMISSION REQUIREMENTS
Completion of a Bachelor's degree or equivalent. The Graduate Certificate/Diploma in Arts (History) is not available to students who have completed or are completing an undergraduate History sequence within the Faculty of Arts, Education and Human Development at Victoria University.

COURSE FEES
This course is offered on a full fee paying basis. PELS is available to eligible local students.

GRADUATE DIPLOMA IN MODERN LANGUAGES
Course Code: AGXL
Campus: Footscray Park

COURSE DESCRIPTION
The Graduate Diploma in Modern Languages, is a fee-paying program comprising Spanish, Japanese, Chinese (Mandarin) and Vietnamese languages and is managed by the School of Communication, Culture and Languages within the Faculty of Arts, Education and Human Development. Students undertaking the course are required to complete 6 sequential units over three years, in their chosen language.

The course provides in-depth knowledge and skills in the study of the theoretical and practical aspects of language learning. It will also develop in the student increased cultural awareness and further insights for cross-cultural understanding and improved communication. Furthermore, students undertaking the course will benefit from an enhancement of their cognitive abilities, which will take place as their bilingual skills are developed.

COURSE OBJECTIVES
At the conclusion of the course students should:

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

COURSE DURATION
Three years part-time.

COURSE REQUIREMENTS
Students undertaking the Graduate Diploma are required to complete six sequential subjects over three years, in their chosen language major. Students must complete a total of 96 credit points.

COURSE STRUCTURE

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.

CHINESE (MANDARIN)
Year 1
ACZ1001 Chinese 1A
ACZ1002 Chinese 1B
Year 2
ACZ2001 Chinese 2A
ACZ3011 Chinese People and Beliefs
Semester Two
ACZ2002 Chinese 2B
Year 3
ACZ3001 Chinese 3A
ACZ3002 Chinese 3B
ACZ3032 Chinese Calligraphy
Additional Units Offered:
ACZ3021 Chinese Language and Society
ACZ3022 Survey of Chinese Literature
ACZ3031 Chinese Business
ACZ3012 Chinese Film and Stories
ACX2001 International Study
ACX3002 Special Project

JAPANESE
Year 1
ACJ1001 Introduction to Japanese
ACJ1002 Japanese 2
Year 2
ACJ2001 Japanese 3
ACJ2002 Japanese 4
Year 3
Semester One
ACJ2004 Japanese Conversation
ACJ3001 Japanese 5
Semester Two
ACJ2091 Japanese Culture and Society
ACJ3002 Japanese 6
Additional Units Offered:
ACJ3003 Advanced Japanese 1
ACJ3004 Advanced Japanese 2
ACJ3006 Reading Japanese Texts
ACX2001 International Study (not 2006)
ACX3002 Special Project

VIETNAMESE
The Vietnamese Language and Culture Program offers various subjects at different levels, catering for beginners to advanced speakers. It also caters for students who wish to improve their proficiency in the language in addition to those who are only interested in studying Vietnamese culture and society without the language component. The Vietnamese Language and Culture Program can be taken as a major, a submajor or as a single or...
complementary subject. It is also offered within the Graduate Diploma in Modern Languages (Vietnamese) and as part of an Honours program or a postgraduate degree. The subjects in the Vietnamese Language and Culture Program are:

**Level 1**
- ACV1001 Basic Vietnamese A
- ACV1002 Basic Vietnamese B

**Levels 2 & 3**
- ACV2001 Intermediate Vietnamese A
- ACV2002 Intermediate Vietnamese B
- ACV3001 Vietnamese Culture and Society
- ACV3002 Vietnam: Globalisation, Diaspora and Identity
- ACV3011 Vietnamese for Business
- ACV3012 Vietnamese Folklore
- ACV3021 Variation and Change in the Vietnamese Language
- ACV3022 Vietnamese Film and Media
- ACV3031 Survey of Vietnamese Literature
- ACV3032 Special Topics in Vietnamese Literature

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

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

Students who are interested in Vietnamese culture and society but do not want to study the language can choose ACV3001 Vietnamese Culture and Society or ACV3002 Vietnam: Globalisation, Diaspora and Identity which are taught bilingually or mainly in English, depending on the language skills of student group.

Students who want to take Vietnamese as an elective subject can enrol in any of the above subjects after consulting with the lecturer.

Students who wish to major in Vietnamese should complete eight semester-length subjects, starting from any level as appropriate. A minimum of eight subjects will normally be offered each academic year.

**VIETNAM STUDY TOUR**
A three-week study tour in Vietnam is organized every year, from late-November to mid-December to provide an opportunity for people who want to increase their proficiency in the language and explore contemporary Vietnamese society, business and culture. This tour will be accredited as a full unit of study and can be included in the student’s study program either as an elective or as a unit within the Vietnamese Language and Cultural Studies major.

**SPANISH**
Spanish candidates with no previous knowledge of Spanish will undertake two of the subjects below each year, totalling six single semester units over the three years of the course.

**Year 1**
- ACS1081 Spanish A
- ACS1082 Spanish B

**Year 2**
- ACS2083 Spanish A-Intermediate Spanish
- ACS2084 Spanish B-Intermediate Spanish

**Year 3**
- ACS2005 Construction of Nationhood in Spain and Latin America
- plus one unit from the below list
- ACS3088 Cubena ub/souab abd Katub/aneruca

**Additional Units Offered:**
- ACS3083 Spanish J-Introduction to Interpreting and Translation
- ACS3086 Advanced Spanish: Text and Context
- ACS3087 Landscape, memory and identity in Latin American literature
- ACS3083 Spanish in Business and International Trade

ACX2001 Internation Study (not 2006)
ACX3002 Special Project

Students may commence at a higher level (normally Spanish C) if they have completed VCE Spanish or equivalent, and take additional subjects from the list of subjects offered at third year level above. The candidate’s initial level of linguistic competence will be assessed by the Course Co-ordinator before enrolment.

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

**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.

**PROFESSIONAL RECOGNITION**
Students who complete six post-VCE level language subjects will be recognised as having sufficient language competence to undertake teacher training for LOTE teaching.

**COURSE FEE**
Fee-paying course. Contact School of Communication, Culture and Language.

**POSTGRADUATE PROGRAMS IN ARTS (POLITICS AND INTERNATIONAL STUDIES)**

**GRADUATE CERTIFICATE IN ARTS (POLITICS AND INTERNATIONAL STUDIES)**
Course Code: AFAI
Campus: Footscray Park

**GRADUATE DIPLOMA IN ARTS (POLITICS AND INTERNATIONAL STUDIES)**
Course Code: AGAI
Campus: Footscray Park

**COURSE DESCRIPTION**
The Certificate/Diploma of Arts (Politics and International Studies) is a broad ranging liberal academic activity focusing on one of the most central of the social sciences, politics. The course is open to graduates seeking to qualify for entry to Education (Teaching) programs or graduates seeking to refresh or upgrade their academic credentials in this area.

**COURSE OBJECTIVES**
The programs aim 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**
The duration of the Graduate Certificate is one semester full-time or two semesters part-time and the Graduate Diploma is two semesters full-time or four semesters part-time. Students may exit from the program after:

- one semester full time with a Graduate Certificate;
- one year full time with a Graduate Diploma.

**COURSE REQUIREMENTS**
To qualify for the Graduate Certificate in Arts (Politics and International Studies) students must complete a total of 60 Credit Points.

To qualify for the Graduate Diploma in Arts (Politics and International Studies) students must complete a total of 96 credit points.

**COURSE STRUCTURE**

**GRADUATE CERTIFICATE IN ARTS (POLITICS AND INTERNATIONAL STUDIES)**

**Year 1**
Semester One
AAP1010 Foundations of Political Science
AAP2015 International Relations
AAP2017 North American Politics
APP3014 Dimensions of Global Politics

**GRADUATE DIPLOMA IN ARTS (POLITICS AND INTERNATIONAL RELATIONS)**

**Year 1**
Semester One
AAP1010 Foundations of Political Science
AAP2015 International Relations
AAP2017 North American Politics
APP3014 Dimensions of Global Politics
Semester Two
AAP1002 Australian Politics
AAP5018
AAP2012 Culture and Politics in Indonesia
AAP2016 Dictatorship and Democracy
ASS2025 Transnational Social Movements

**GRADUATE DIPLOMA IN ARTS (SOCIAL RESEARCH METHODS)**

Course Code: AGPM
Campus: Footscray Park

**COURSE DESCRIPTION**
This program embraces qualitative and quantitative methods as valuable tools in enabling the researcher to understand our social world. The purpose of the course is to introduce and further develop students in the art of inquiry using quantitative and qualitative techniques and equip them with skills to achieve high quality and sophisticated forms of qualitative and quantitative research. This Graduate Diploma is available to students who have completed a basic level in qualitative and quantitative research methods and want to obtain further research methodological skills and knowledge for application in diverse areas of human behaviour.

This course is unique in that graduate courses in research methods tend to focus on only quantitative methods. In this course there is an equal emphasis on qualitative methods and in particular, includes field research in Community and Cultural Studies. This latter area of research is increasingly influential, as seen in the growth of areas such as cultural and community psychology in the USA, United Kingdom and Europe. In short, this course will capture this new development, as well as provide an education in more established quantitative methods and report and research writing. Upon completion of the course, students will have the intellectual skills to make sound practical and ethical research decisions and be able to choose, implement, analyse and write up research using a variety of tools and processes.

However, please note this Graduate Diploma is not designed as an Australian Psychological Society (APS) accredited course. Its applications are broader than Psychology and fall within a wider area of the Social Sciences.

**COURSE DURATION**
The Graduate Diploma in Arts (Social Research Methods) may be undertaken as a one-year full-time or two-year part-time course of study.

**COURSE REQUIREMENTS**
To qualify for the award of a Graduate Diploma of Arts (Social Research Methods) students must complete a total of 96 credit points.

**COURSE STRUCTURE**

**Year 1**
Semester One
APP4003 Research Theory and Orientation
APP4001 Qualitative Group Project
Semester Two
APH4026 Research Methods in Context Qualitative
APH1035 Advanced Research Methods

**Year 2**
Semester One
APP4001 Research Methods and Report Writing
APP4002 Qualitative Group Project
Semester Two
APM5003 Qualitative Research Methods
APM5013 Quantitative Research Methods

**ADMISSION REQUIREMENTS**
To qualify for admission, a candidate must have successfully completed a degree in a relevant discipline from an approved tertiary institution, or equivalent and satisfy the course co-ordinator that they have the relevant skills to undertake the course.

**COURSE FEES**
Fee paying course. Contact the School of Psychology for details. Full-time students may be eligible for PELS (Postgraduate Education Loan Scheme).
POSTGRADUATE PROGRAMS IN PSYCHOLOGY AND COUNSELLING

GRADUATE DIPLOMA IN COUNSELLING
Course Code: AGPD
Campus: St Albans

COURSE DESCRIPTION
The course is a two year part-time qualification that is designed to provide a professional foundation in counselling theory and practice. The course is therefore appropriate for both individuals working within professional contexts that require the application of counselling skills or those wishing to move towards employment in these human service fields. Course participants have included social workers, nurses, teachers, community workers and students with an undergraduate psychology major.

The course provides students with the opportunity to develop their theoretical view of counselling, to practice skills acquired in the field placement and to integrate theory and practice of counselling. Please note this course is not designed for students wanting an Australian Psychological Society (APS) accredited course. Professional accreditation of counsellors is currently being considered by several Australian organisations and the course is monitoring the requirements of these organisations as they develop.

COURSE OBJECTIVES
The 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
The Graduate Diploma in Counselling is designed as a two-year part-time course. Students would normally be expected to complete eight subjects over two years. Day and evening classes are usually available. The practica require daytime placement in a community or counselling agency.

COURSE REQUIREMENTS
To qualify for the award of Graduate Diploma in Counselling students must complete a total of 96 credit points.

COURSE STRUCTURE
Students must successfully complete six core subjects and two elective subjects. Where students are eligible for exemption from Theories and Techniques of Counselling they will be required to complete an extra elective subject.

Year 1
Semester One
APT5025 Individual Awareness

APT5035 Theories and Techniques of Counselling
Semester Two
APT5060 Applied Techniques in Counselling
Elective

Year 2
Semester Three
APT5070 Social and Ethical Issues in Counselling
APT5085 Practicum (Full Year Subject)
Semester Four
APT5085 Practicum 2 (Continued)
Elective

Electives (students will complete two – one for each year level):

- APH4061 Principles and Practices of Cognitive Behaviour Therapy
- APT5005 Domestic Violence and Sexual Assault
- APT5080 Cross Cultural Issues in Counselling
- HPC5100 Applied Techniques of Grief Counselling
- HPC5003 Management of Disaster & Traumatic Incidences

*This unit is part of the Program in Loss and Grief Counselling. Subject to sufficient enrolments.

**This unit is part of the Program in Substance Abuse Studies. Subject to sufficient enrolments.

A pass in the practicum subjects is required to pass the course. Students must pass the placement on their first attempt. Electives from other disciplines may also be chosen for credit with the permission of the course co-ordinator.

CAREER PROSPECTS
The course is designed to assist individuals already working in fields that require the development of counselling skills and for people seeking to develop skills appropriate for employment in human service areas.

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 all applicants.

COURSE FEES
Both HECS funded and full-fee paying places are available within the course.

GRADUATE DIPLOMA IN COUNSELLING (CHILD AND ADOLESCENT)
Course Code: AGPE
Campus: St. Albans

COURSE DESCRIPTION
This course is a post-graduate qualification that is designed to provide a professional foundation in counselling theory and practice pertinent to counselling children and adolescents. The course is therefore appropriate for individuals working in professional contexts that require the application of counselling skills in the human services. Course participants can be social workers, nurses, allied health professionals, teachers, community workers, and students with an undergraduate major in psychology.

The course provides students with the opportunity to develop their theoretical view of counselling, to practice skills acquired in the field placement and to integrate theory and practice of counselling children and adolescents. There is an articulation pathway to the Master of Counselling.

Please note this course is not designed for students wanting an Australian Psychological Society (APS) accredited course.
Professional accreditation of counsellors is currently being considered by several Australian organisations and the course is monitoring the requirements of these organisations as they develop.

**COURSE OBJECTIVES**
To develop students' theoretical views of child and adolescent counselling, to practice skills acquired in the child or adolescent field placement, and to integrate theory and practice of child and adolescent counselling.

**COURSE DURATION**
The Graduate Diploma of Counselling (Child & Adolescent) is designed as a two year part-time course. Students would normally be expected to complete eight subjects over two years. Day and evening courses are usually available. The practicum requires daytime placements in a community or counselling agency.

**COURSE REQUIREMENTS**
To qualify for the award of Graduate Diploma in Counselling, students must complete a total of 120 points.

**COURSE STRUCTURE**
Students must complete seven core units and one elective subject.

**Year 1**
- Semester One: APT5025 Individual Awareness, APT5037 Child & Adolescent: Theories and Techniques of Counselling
- Semester Two: APT6008 Child & Family Development, APT5062 Child & Adolescent: Applied Techniques in Counselling

**Year 2**
- Semester One: APT5070 Social and Ethical Issues in Counselling, APT5085 Practicum including Field Placement
- Semester Two: APT5085 Practicum (continued), One Elective

Examples of Electives are:
- APT4035 Current issues in Psychology A
- HPC5100 Applied Techniques of Grief Counselling
- APT5080 Cross Cultural Issues
- HNS5030 HR Promotions/Prevention Substance Abuse

**CAREER PROSPECTS**
The course is designed to assist suitable individuals already working in fields related to children and adolescents and for people seeking to develop skills appropriate for employment in human service area.

**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 FEES**
Full fee-paying places are available within this course. PELS and HECS funded places may become available.

**MASTER OF COUNSELLING**
Course Code: AMPE
Campus: St Albans

**COURSE DESCRIPTION**
The Masters in Counselling provides an opportunity for professionals to extend their expertise in counselling theory and practice following the completion of a Graduate Diploma. This is not an APS accredited psychology course.

**COURSE OBJECTIVES**
The specific objectives of the course are to:

- further develop knowledge of counselling theory and its application;
- expand the students' knowledge and awareness of psychological theory relevant to their workplace and interests;
- develop a deeper understanding of the range of counselling interventions and psychological therapies offered by helping professions; develop understanding of counselling research methods and a corresponding ability to read critically within the counselling literature; and
- further develop an applied knowledge of professional practice.

At the conclusion of the course students should be:

- conversant with theoretical underpinnings of counselling intervention;
- able to engage with the counselling literature relevant to their area of work and interest;
- aware of the variety of professions in the field and their contributions;
- able to place counselling aspects of their own work within a theoretical framework; and
- able to put their own counselling work in context both within the professional field and within their own agency, and able to work more effectively as a counsellor in the health field.

**COURSE DURATION**
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.

**COURSE STRUCTURE**

**Year 1**
- Semester One: APT6006 Research Methods in Counselling, APT 5035 *Theories & Techniques of Counselling, APT5025 *Individual Awareness
- Semester Two: APT6006 *Applied Techniques of Counselling, APT6004 Minor Thesis, APT5080 Cross Cultural Issues

**Year 2**
- Semester One: APT6001 Practicum 1, APT6004 Minor thesis (2 semesters), APT5070 Social and Ethical Issues in Counselling

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POSTGRADUATE STUDIES

CAREER PROSPECTS
The course is designed to develop counselling expertise which can be applied within the student’s own profession.

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.

COURSE FEES
Fee-paying course only. Contact School of Psychology office for details.

MASTER OF PSYCHOANALYSIS
Course Code: AMPY
Campus: St. Albans and Footscray Park

COURSE DESCRIPTION
This four year part-time course which provides clinical studies and research in psychoanalysis at an advanced level, is aimed at professionals in the field of mental health and students and workers in disciplines that incorporate psychoanalytic knowledge and methodology such as Philosophy, Gender Studies, Cultural Studies, History, Literature, Sociology, Anthropology, Education, Social Work and others. The course recognises the demand in all these areas, and its emphasis on the study of the most recent developments in clinical psychoanalysis and psychoanalytic research makes the course unique to Australian universities and highly relevant to current professional and scientific interests.

COURSE DURATION
The course may be undertaken on a four year part-time basis.

COURSE REQUIREMENTS
To qualify for the Master of Psychoanalysis (Research and Clinical Studies), students must complete a total of 192 credit points.

COURSE STRUCTURE
Year 1
Semester One
APU5001 History and Epistemology of Psychoanalysis
APU5002 Theory of sexuality
APU5003 Clinical Seminar I: Assessment
Semester Two
APU5004 Theory of the Subject and Logic of the Signifier
APU5005 The Symbolic, the Imaginary and the Real
APU5006 Clinical Seminar II: Development of the Transference
Year 2
Semester One
APU5007 Neurosis
APU5008 Psychoanalytic Technique I
APU5009 Clinical Seminar III: Treatment of Neuroses

CAREER PROSPECTS
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.

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.

FEES
The course is offered on a full-fee paying basis. Contact the School of Psychology for further details.

GRADUATE DIPLOMA IN PSYCHOLOGICAL STUDIES
Course Code: AGPP
Campus: St Albans

COURSE DESCRIPTION
The Graduate Diploma in Psychological Studies is a three-year part-time course for graduates wishing to gain an introduction to psychology as a discipline. It comprises a professionally accredited major sequence in undergraduate psychology. This fee-paying program is designed for those who already have a first degree (without psychology qualifications) and wish to supplement this with a psychology major, for interest or for satisfaction of preliminary entry requirements into the profession of psychology. Important note: The Graduate Diploma in Psychological Studies prepares graduates for an APS accredited fourth year in Psychology; it does not comprise such a fourth year.

COURSE DURATION
The course may be studied part-time only over a minimum duration of three years. The three year minimum is required because subjects 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. Students may elect to complete the third year of the course, which consists of
Psychology 3A and four Psychology 3 electives, over two years, extending the course to 4 years of part-time study.

**COURSE REQUIREMENTS**

To qualify for the Graduate Diploma in Psychological Studies, students must complete a total of 96 credit points.

**COURSE STRUCTURE**

**Year 1**
- Semester One: APP1012 Psychology 1A
- Semester Two: APP1013 Psychology 1B

**Year 2**
- Semester One: APP2013 Psychology 2A
- Semester Two: APP2031 Developmental Issues in Psychology
  - plus one elective

**Year 3**
- Semester One: APP3036 History & Theory of Psychology
- Semester Two: APP3035 Research Methods in Psychology
  - Electives
    - APP3015 Counselling Theory and Practice
    - APP3016 Group Behaviour
    - APP3019 Psychobiology
    - APP3020 Psychoanalysis
    - APP3021 Psychology of Adjustment
    - APP3025 Psychological Assessment
    - APP3018 Organisations and Work

Students must complete subjects in this order to satisfy Australian Psychological Studies (APS) requirements. Subject descriptions are listed in the undergraduate psychology subject section in this handbook. Exemptions may be available for those who have already completed some psychology subjects which are professionally accredited. Exemptions are decided on a case-by-case basis.

**CAREER PROSPECTS**

See Professional Recognition. For qualified teachers this course provides a strong foundation for teaching psychology in secondary schools.

**ADMISSION REQUIREMENTS**

To qualify for the course, applicants must have successfully completed an undergraduate degree from a recognised Australian university (or equivalent).

**PROFESSIONAL RECOGNITION**

The Graduate Diploma in Psychological Studies is recognised by the Australian Psychological Society (APS) as appropriate preparation for an APS accredited fourth year in Psychology. Intending students should ensure that the undergraduate degree they already hold is approved by the APS as one that a Graduate Diploma in Psychological Studies can be added to for accreditation purposes.

**FEES**

Fee-paying course. Contact the School of Psychology for details.

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**GRADUATE DIPLOMA IN PSYCHOLOGY**

Course Code: AGPS  
Campus: Footscray Park

**COURSE DESCRIPTION**

The Graduate Diploma in Psychology provides an integrated and comprehensive education within the discipline of Psychology. It provides a fourth year that is recognised by the Australian Psychological Society. In addition students who complete this course are eligible to become Probationary Psychologists with the Victorian Psychologists Registration Board.

In this Graduate Diploma students can pursue an advanced level of theoretical study and applied aspects within Psychology and receive advanced research training.

**COURSE REQUIREMENTS**

To qualify for the award Graduate Diploma in Psychology students must complete a total of 96 credit points.

**COURSE DURATION**

The normal duration of the course will be one year full-time or two years part-time.

**COURSE STRUCTURE**

**Semester One**
- APA4005 Field Research
- APA4025 Research Methods in Context - Quantitative or
  - APH4026 Research Methods in Context - Qualitative
  - plus two Psychology electives

**Electives**
- APA4003 Organisational Psychology
- APH4050 Current Issues in Psychology A
- APA4015 Community Psychology
- APA4020 Extended Field Research
- APH4070 Professional Orientation (Casework)
- HNS5010 Theories of Addiction
- HNS5020 Theories of Substance Abuse
- APA4004 Psychology of Group Processes
- APH4006 Principles and Practice of Cognitive Behaviour Therapy
- APT5080 Cross Cultural Issues in Counselling
- APT3005 Domestic Violence and Sexual Assault

Not all electives may be available every year. Other electives may be possible with the consent of the course co-ordinator. This is a guide only and offerings may be subject to sufficient enrolments. The entire course may be completed at Footscray Park, although students may need to travel to St Albans to meet with their research supervisor.

**ADMISSION REQUIREMENTS**

A first degree with an Australian Psychological Society accredited major in Psychology (or equivalent) will be the minimum entrance requirement. Relevant experience in either private or public sector organisations will be an advantage. Applicants may be interviewed and requested to provide academic letters of recommendation (referee forms) to assess their suitability for the course. Special consideration for admission will be given to students with disabilities.

**PROFESSIONAL RECOGNITION**

This course is accredited by the Australian Psychological Society as an approved fourth year in Psychology.

**COURSE FEES**

Fee paying course. Contact the School of Psychology for details. Full time students may be eligible for PELS (Postgraduate Education Loan Scheme).
Masters of Applied Psychology in Community Psychology

Course Codes: AMPC
Campus: Footscray Park

Course Description
The Victoria University Master of Applied Psychology course has streams in Community Psychology and Sport Psychology. They share a number of generalist psychology core subjects, but each represents a separate specialist psychological training. The streams include sequences in quantitative and qualitative research methods and in psychological practice. The Master of Applied Psychology course is founded upon the scientist-practitioner model of professional training, combining knowledge and skills acquisition with reality-based psychological understandings, and facilitating a clear stance of enquiry in relation to all aspects of theory, research and practice. Each stream consists of three components: coursework, practicum placement and research thesis. Graduating students will have completed 125 days of placement. (Practicum requirements are outlined in a separate Practicum Manual)

Course Objectives
The Community Psychology stream draws on the educational and training components of the core subjects, 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 well-being 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;
- 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
The normal duration of the course will be two years full-time or four years part-time.

Course Requirements
Students are required to complete a total of 192 credit points.

Course Structure

**Year 1**

- Semester One
  - APM5009 Psychological Practice 1
  - APM5013 Quantitative Research Methods
  - APM6030 Thesis Research (2 Semesters)
  - APM5017 Psychological Practice 2

- Semester Two
  - APM5003 Qualitative Research Methods
  - APM6001 Practicum 1
  - APM6008 Psychological Practice 3
  - APM6030 Thesis Research (continued)
  - APM6060 Psychology of Community Health

**Year 2**

- Semester One
  - APM6002 Community Psychology Interventions
  - APM6021 Practicum 2
  - APM6070 Extended Thesis Research Elective (Social Policy)

- Semester Two
  - APM6040 Psychological Practice 4C
  - APM6070 Extended Thesis Research
  - APM6050 Practicum 3
  - plus Arts elective

Professional Recognition
The Masters Course is accredited by the Australian Psychological Society and by the Colleges of Community Psychology and Sport Psychology as an approved fifth and sixth year in Psychology.

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 consultancy. 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.

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. The next intake is 2005.
COURSE FEES
Students undertaking the course will be charged under the Higher Education Contribution Scheme (HECS). Students will also be required to pay the University's annual General Service Fee. Some full fee paying places may also be available.

MASTER OF APPLIED PSYCHOLOGY IN SPORT PSYCHOLOGY
Course Codes: AMPS
Campus: Footscray Park

COURSE OBJECTIVES
The Sport Psychology stream builds on the general skills and knowledge presented in the core subjects 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 to engender a broad perspective of professional work;
- develop students' knowledge and use of applied skills, methods, and techniques in sport psychology, so they may offer the highest levels of professional service;
- develop students' appreciation of professional and ethical issues in the practice of sport psychology so that they may operate according to the highest standards of professional practice;
- provide students with supervised experience of professional practice in sport psychology and the opportunity to learn from this experience in discussion with peers and professionals;
- develop students' independent use of applied research skills for problem resolution, under the supervision of a researcher in applied sport psychology. This includes the identification of a problem in practice which needs to be resolved by research, the design, execution, analysis and interpretation of a study to address that issue, and the presentation of implications of the study and future directions for research on the issue;
- prepare students for specialist APS College membership in Sport Psychology. The stream is fully accredited by the Australian Psychological Society.

COURSE STRUCTURE

**Year 1**

**Semester One**
- APM5005 Current Issues in Sport Psychology
- APM5009 Psychological Practice 1
- APM5013 Quantitative Research Methods
- APM6030 Thesis Research (two Semesters)
- APM5017 Psychological Practice 2

**Semester Two**
- APM5008 Applied Sport and Exercise Psychology
- APM5003 Qualitative Research Methods
- APM5021 Practicum 1
- APM6008 Psychological Practice 3
- APM6030 Thesis Research (continued)

**Year 2**

**Semester One**
- APM6003 Professional Practice in Applied Sport Psychology
- APM6021 Practicum 2
- APM6070 Extended Thesis Research
- APM6050 Elective (Sport Science)

**Semester Two**
- APM6040 Psychological Practice 4S
- APM6070 Extended Thesis Research
- APM6050 Practicum 3
- plus elective

PROFESSIONAL RECOGNITION
The Masters Course is accredited by the Australian Psychological Society and by the Colleges of Community Psychology and Sport Psychology as an approved fifth and sixth year in Psychology.

AREAS 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 well-being 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 well-being.

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 well-being 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.
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 FEES
Students undertaking the course will be charged under the Higher Education Contribution Scheme (HECS). Students will also be required to pay the University’s annual General Service Fee. Some full fee paying places may also be available.

DOCTOR OF APPLIED PSYCHOLOGY
Course Code: AZPX Community Psychology stream
          AZPY Sport Psychology stream
          AZPZ Health Psychology stream
Campus:   Footscray Park

DESCRIPTION AND 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. The specialist areas available are in Community and Sport, and under some circumstances Health Psychology.

COURSE DURATION
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).

COURSE STRUCTURE
FULL-TIME STRUCTURE
All streams common units of study (not offered in 2006)
Year 1
Semester One
APM6090 Doctoral Thesis Research
APM6075 Practicum 4
APM6080
Semester Two
APM6090 Doctoral Thesis Research
APM6085 Practicum 5
APM6076 Advanced Reading Unit B
Electives
Not all units of study are offered every year

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.

MASTER/DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY

MASTER/DOCTOR OF PSYCHOLOGY IN CLINICAL NEUROPSYCHOLOGY
Course Codes: AMPD/AZPC Clinical Psychology
          AMPN/AZPN Clinical Neuropsychology
Campus: St Albans

COURSE DESCRIPTION AND OBJECTIVES
The Master of Psychology program provides appropriate postgraduate training in functioning as a specialist professional psychologist in the area of Clinical Psychology or Clinical Neuropsychology capable of working in a variety of clinical settings.

Adopting a life span framework, the course prepares graduates in a wide range of assessment, therapeutic and rehabilitation techniques with children and adolescents, as well as with adults. The Clinical Psychology stream encompasses a strong emphasis on psychodynamic perspective. The Clinical Neuropsychology stream presents a special focus upon childhood and adolescence.

COURSE DURATION
The duration of the course is the equivalent of two years full-time study.

COURSE STRUCTURE
This coursework program is conducted on an intensive full-time basis over two years. The parallel streams of Clinical Psychology and Clinical Neuropsychology share in common several basic subjects. Each stream comprises the three interlocking strands of theoretical/knowledge base subjects, research subjects (including an independent project and minor thesis) and a clinical practice strand, the latter comprising the larger time commitment of Psychology.

CLINICAL NEUROPSYCHOLOGY STREAM
Compulsory subjects
STAGE 1
Year 1
Semester One
ACP5101 Research Project 1
APC5103 Clinical Skills 1
APC5105 Clinical Experience and Practicum 1
APC5107 Professional Practice Issues 1
APC5113 Neuroanatomy
STAGE 2
Year 1
ACP6101 Research Project 3A (Masters Student) or
ACP6103 Research Project 3B (Doctoral Candidate)
APC6115 Neuropsychology of Adolescence and Early Childhood
APC6117 Child and Adolescent Rehabilitation
APC6109 Clinical Experience & Practicum 3
APC6119 Clinical Neuropsychology Skills 1
APC6113 Clinical Neuropsychology Skills 2
Semester Two
APC6102 Research Project 4A (Masters Student) or
APC6104 Research Project 4B (Doctoral Candidate)
APC6110 Clinical Experience and Practicum 4
APC6116 Neuropsychology of Adulthood
APC6118 Adult Rehabilitation
APC6114 Professional Practice Issues 4
APC6120 Clinical Neuropsychology Skills 2
Year 3 commences the Doctoral component of this course

Year 3
Semester One
APC7101 Research Project 5
APC7103 Clinical Experience and Practicum 5 (not available 2006)
APC7105 Advanced Clinical Neuropsychology Theory and Practice (not available 2006)

Semester Two
APC7102 Research Project 6
APC7104 Clinical Experience and Practicum 6
APC7106 Advanced Clinical Neuropsychology Theory and Practice 2 (not available 2006)

CLINICAL PSYCHOLOGY STREAM
Year 1
Semester One
ACPS101 Research Project 1
ACPS103 Clinical Skills 1
ACPS105 Clinical Experience and Practicum 1
ACPS107 Professional Practice Issues 1
ACPS109 Group Process
ACPS111 Introduction to Clinical Psychopathology & Neuropsychology

Semester Two
ACPS102 Research Project 2
ACPS104 Clinical Skills 2
ACPS106 Clinical Experience and Practicum 2
ACPS108 Professional Practice Issues 2
ACPS110 Observational Method 1
ACPS112 Clinical Theories 1

Year 2
Semester One (units not available 2006)
ACPS101 Research Project 3A (Masters Student) or
ACPS103 Research Project 3B (Doctoral Candidate)
ACPS105 Clinical Theories 2
ACPS107 Observational Method 2: Childhood
ACPS109 Clinical Experience & Practicum 3
ACPS111 Clinical Psychology Skills 1
ACPS113 Professional Practice Issues 3

Semester Two
ACPS102 Research Project 4A (Masters Student) or
ACPS104 Research Project 4B (Doctoral Candidate)
ACPS110 Clinical Experience and Practicum 4
ACPS106 Clinical Theories 3
ACPS108 Observational Method 3: Adolescence and Adulthood
ACPS114 Professional Practice Issues 4
ACPS112 Clinical Psychology Skills 2

Year 3
Semester One
ACPS7101 Research Project 5
ACPS7103 Clinical Experience and Practicum 5
ACPS7101 Advanced Clinical Psychology Theory and Practice

Semester Two
ACPS7102 Research Project 6
ACPS7104 Clinical Experience and Practicum 6
ACPS7108 Advanced Clinical Psychology Theory and Practice

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.

POSTGRADUATE PROGRAMS IN PUBLIC ADVOCACY AND ACTION

GRADUATE CERTIFICATE OF PUBLIC ADVOCACY AND ACTION
Course Code: ATSA
Campus: St Albans/Online and distance mode

GRADUATE DIPLOMA OF PUBLIC ADVOCACY AND ACTION
Course Code: AGSA
Campus: St Albans/Online and distance mode

MASTER OF PUBLIC ADVOCACY AND ACTION
Course Code: AMSA
Campus: St Albans/Online and distance mode

COURSE DESCRIPTION
This innovative postgraduate course has been specifically designed to enhance the knowledge of professionals working in international and local advocacy, community, human rights and environment areas. Given the significant increases in both the number of civil society initiatives and organizations, and the global scope of their activities over the past twenty years this masters program will be at the forefront of intellectual developments in this area. Just as global communications networks have enhanced the advocacy role of organisations, so these technologies will be employed in teaching and research to provide a global forum where civil society initiatives, skills and strategies can be discussed.

COURSE OBJECTIVES
The programs in Public Advocacy and Action aims include:
• providing an opportunity for experienced advocates and activists for social change to undertake structured studies to both build upon their skills and facilitate critical reflection and practice;
• enabling students to theorise and understand contemporary forms of global civic engagement;
• introducing and developing students’ skills in the application of contemporary social and management theory to forms of advocacy for social transformation in the global environment;
• developing professional skills in advocacy project management, financing, campaigning, evaluation, conflict resolution and negotiation through a variety of teaching and learning strategies;
• developing advanced skills of analysis and critique relevant to both professional practice and research.

COURSE DURATION

GRADUATE CERTIFICATE OF PUBLIC ADVOCACY AND ACTION
One year part time over three semesters

GRADUATE DIPLOMA OF PUBLIC ADVOCACY AND ACTION
One year over three semesters

MASTERS OF PUBLIC ADVOCACY AND ACTION
Four semesters full time, including one summer residential and 2 semesters in the first year of study or part-time equivalent.

COURSE REQUIREMENTS

To qualify for the Graduate Certificate in Public Advocacy and Action students must complete a total of 48 credit points.

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 two subjects and those choosing the minor thesis option must have undertaken an approved research methods subject.

To qualify for the Master of Public Advocacy and Action students must complete a total of 144 credit points.

COURSE STRUCTURE

Core subjects will offer a combination of advocacy, capacity building and globalisation subjects which can be taken in combination with management, financial management, environmental, gender and communications electives.

GRADUATE CERTIFICATE IN PUBLIC ADVOCACY & ACTION
Year 1
Semester One
ASA5020 The Challenges of Social Transformation
ASA5021 Negotiating Advocacy: Contexts, Strategies, Actions
ASA5022 Approaches to Globalisation
Semester Two
ASA5023 Building Capacity and Mobilising Civil Society

GRADUATE DIPLOMA IN PUBLIC ADVOCACY & ACTION
Year 1
Semester One
ASA5020 The Challenges of Social Transformation
ASA5021 Negotiating Advocacy: Contexts, Strategies, Actions
ASA5022 Approaches to Globalisation
Management elective
ASA5025 Public Advocacy Internship
or one elective from approved list
Semester Two
ASA5023 Building Capacity and Mobilising Civil Society
Financial Management elective
ASA5025 Public Advocacy Internship
or one Research elective
plus one Financial or Project Management elective

MASTER OF PUBLIC ADVOCACY AND ACTION
OPTION 1
ASA6035 Minor Research Thesis (Full time)
or
ASA6030 Minor Research (Part time)
or

OPTION 2
ASA6021 Professional Project (Full time)
plus two electives chosen from the available electives for 2006.
or
ASA6022 Professional Project (Part time)
plus two electives chosen from the available electives for 2006

ADMISSION REQUIREMENTS

Normally a three year first degree or equivalent. Each application will be individually considered and applicants may be interviewed.

COURSE FEES

This course is offered on a full fee paying basis. The PELS loan scheme is available to Australian citizens and residents.

GRADUATE PROGRAMS IN AGED SERVICES

Incorporating –

GRADUATE CERTIFICATE IN AGED SERVICES
Course code: HTAS (exit point only)

GRADUATE DIPLOMA IN AGED SERVICES
MANAGEMENT
Course code: HGAS (exit point only)

GRADUATE DIPLOMA IN DEMENTIA CARE AND SERVICE
Course code: HGDC (exit point only)

MASTER OF HEALTH SCIENCE – AGED SERVICES
Course code HMSA

PROGRAM OBJECTIVES

The aims of the Postgraduate Programs are to equip graduates with the knowledge, skills and attitudes to:

• demonstrate professional leadership and management in aged and dementia care services in any health care setting;
• identify key areas and conduct research in aged or dementia care services;
• critique and analyse aged care services nationally and internationally;
• provide cost effective person-centred services to older people;
• understand current legislation;
• influence policy formulation and evaluation at local, state and national levels of governance;
• meet the educational, professional and development needs of staff in aged and dementia care;
• understand the legal and ethical ramifications of leadership and management in aged care services;
• demonstrate the capacity to study beyond the master degree level.
COURSE OFFERINGS

Graduate Programs in Aged Services

- Graduate Certificate in Aged Services
- Graduate Diploma in Aged Services Management
- Graduate Diploma in Dementia Care and Service
- Master of Health Science

*Campus C=City Flinders Lane O=Off-campus/distance education

ADMISSION REQUIREMENTS

To qualify for admission to the course applicants must normally hold a bachelor degree in a discipline related to health or community services. It would be desirable for applicants to have had experience working with people in aged care. Applicants who do not meet the normal admission requirements but who can demonstrate extensive and relevant work experience will be considered for admission. Applicants may be required to attend an interview and will need to demonstrate to an academic panel, adequate preparation to undertake studies at the graduate level. Applicants applying for stream option 1 will be required to demonstrate that they possess basic experience in using Information Technology.

PROGRAM DURATION

Program is offered over 18 months full-time basis or part-time equivalent.

COURSE STRUCTURE

Core subjects for Optional Streams:

1 AGED SERVICES MANAGEMENT

2 DEMENTIA CARE AND SERVICES

HFG4000 Understanding Dementia: A Multidisciplinary Perspective
HFG4001 Social & Political Perspectives of Ageing
HFG4008 Management: Ethics & Social Responsibility in Aged Services
HDR0001 Introduction to Research Design & Methods

GRADUATE CERTIFICATE – AGED SERVICES (EXIT 1)

(elective)

Students Exiting at Point 2 (Graduate Diploma) can select an elective from Stream Option 1 – Graduate Diploma in Aged Services Management or as listed below or a subject to complement aged services study from any other higher education course offered by the University, as approved by the Course Co-ordinator. Students Exiting at Point 3 will choose the subject listed below or a subject to complement aged services study from any other higher education course offered by the University, as approved by the Course Co-ordinator.

HFG5002 Literature Review In Aged Services Management

Off-campus students must select electives from the above list.

MASTER OF HEALTH SCIENCE-AGED SERVICES (EXIT 3)

(MINOR THESIS, INDUSTRY-BASED PROJECT OR COURSEWORK)

HFG5004 Minor Thesis (full-time)
HFG5014 Minor thesis (part-time) or
HFG5006 Industry Based Project (full-time)
HFG5016 Industry Based Project (part-time) or

Completion of all 12 subjects in the two respective Graduate programs: Graduate Diploma in Dementia Care and Service and Graduate Diploma in Aged Services Management (Coursework).

ADVANCED STANDING

Where applicants have prior qualifications in an equivalent course and can demonstrate experience in aged services they may apply for exemptions from relevant subjects in the course. The maximum exemption that may be granted is 50 per cent of subjects towards the Graduate Diploma Programs. The maximum exemption that may be granted is 9 of 12 (75 per cent) subjects towards the Master of Health Science – Aged Services.

Students Exiting at Point 2 (Graduate Diploma) can select an elective from Stream Option 1 – Graduate Diploma in Aged Services Management or as listed below or a subject to complement aged services study from any other higher education course offered by the University, as approved by the Course Co-ordinator. Students Exiting at Point 3 will choose the subject listed below or a subject to complement aged services study from any other higher education course offered by the University, as approved by the Course Co-ordinator.

HFG5002 Literature Review In Aged Services Management

(elective)

Off-campus students must select electives from the above list.

MASTER OF HEALTH SCIENCE-AGED SERVICES (EXIT 3)

(MINOR THESIS, INDUSTRY-BASED PROJECT OR COURSEWORK)

HFG5004 Minor Thesis (full-time)
HFG5014 Minor thesis (part-time) or
HFG5006 Industry Based Project (full-time)
HFG5016 Industry Based Project (part-time) or

Completion of all 12 subjects in the two respective Graduate programs: Graduate Diploma in Dementia Care and Service and Graduate Diploma in Aged Services Management (Coursework).

ADVANCED STANDING

Where applicants have prior qualifications in an equivalent course and can demonstrate experience in aged services they may apply for exemptions from relevant subjects in the course. The maximum exemption that may be granted is 50 per cent of subjects towards the Graduate Diploma Programs. The maximum exemption that may be granted is 9 of 12 (75 per cent) subjects towards the Master of Health Science – Aged Services.
SCHOOL OF EDUCATION

School of Education staff have significant experience in Australia and overseas in research, evaluation and consultancy. They have engaged in research projects related to design, development, and evaluation of curricula and formal and informal approaches to teaching, learning and training in a range of curriculum areas, including language and literacy, experiential learning and youth issues, multimedia and educational technology and change in schools and learning organisations. Their interests and experience include partnerships and innovative practices for lifelong learning especially in culturally and linguistically diverse communities, social justice, children and young people’s attitudes to experiences and perceptions of home and school, professional developments, school leadership and management and practitioner research.

The School of Education has conducted research related to its teaching programs and with its many industry partners such as schools, the Australian National Schools Network, the Department of Educational and Training, the Adult Literacy and Numeracy Australian Research Consortium and the Victorian Industry Education Partnerships. Recent externally funded projects include:

- Story Writing in Remote Locations (SWIRL) Project conducted by Lowry Mahon with the support of the Northern Territory Government;
- The Reputex Social Responsibility conducted by Professor Maureen Ryan and John Brooks;
- The School Restructuring Project (Associate Professor Tony Kruger, Dr Brenda Cherednichenko and Neil Hooley) in association with Queensland University of Technology, a longitudinal study of impact of school reform upon student learning outcomes and school organisational cultures, funded by an Australian Research Council Collaborative Grant;
- The Effective Practice of Beginning Teacher Induction Project was conducted for the Victorian Institute of Teaching by Associate Professor Tony Kruger, Dr Brenda Cherednichenko, David Jones and Rod Moore;
- Professional Learning Project is being conducted for the Victorian Institute of Teaching by Associate Professor Tony Kruger, Dr Marcelle Cacciattolo, Dr Brenda Cherednichenko, Dr Bill Eckersley, David Jones, Rod Moore, Dr Rose Mulraney, Dr Tony Watt, and Rod Moore;
- The Youth Junction Project lead by Robyn Broadbent researched needs and programs for young people in western Melbourne.
- Quality Teaching Projects were conducted in collaboration with school colleagues in several schools – Associate Professor Tony Kruger, Dr Colleen Vale, Dr Bill Eckersley and Dr Brenda Cherednichenko;
- Spirit of Co-operation Youth Research Project (Robyn Broadbent) a project funded by the Department of Human Services (Western Region) providing a picture of the mix of youth services available in seven local government areas.
- Enterprise Linkage Project (Dr Marg Malloch) and the Workplace Learning Initiatives Project (Dr Marg Malloch and Dr John Martino) research aspects of workplace education and training.
- Horn of Africa Prevention of Crime Peer Education Project (Robyn Broadbent, Elleni Bereded, Tania Russ) a project funded by the Department of Justice aimed at developing a peer education program based on material gathered through interview about current knowledge and experiences of young people from the Horn of Africa about crime and victimisation.
- The Australian Education Union Contract by Professor Maureen Ryan, John Brooks and Paul McSherry to complete the Educational Services Project;
- Identifying Generic Skills for Workers and Learners was undertaken by Dr Jill Sanguinetti;
- The New Arrival Regional Refugees Project is being conducted by Robyn Broadbent, Dr Marcelle Cacciattolo, Cathryn Carpenter and Dr Jill Sanguinetti for Vic Health;
- The Community Building Resources Project was funded by the Victorian Government and Robyn Broadbent, Associate Professor Tony Kruger and Dr Brenda Cherednichenko were part of a University-wide team.

COURSE OFFERINGS

In 2006, the School of Education will offer the following postgraduate programs:

<table>
<thead>
<tr>
<th>Program</th>
<th>Campus</th>
<th>Full-time</th>
<th>Part-time</th>
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<tbody>
<tr>
<td>Graduate Diploma in Secondary Education</td>
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<td>Y</td>
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<tr>
<td>Graduate Program in TESOL &amp; Literacy</td>
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<tr>
<td>- Graduate Certificate in TESOL</td>
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<tr>
<td>- Graduate Certificate in Literacy</td>
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<td>- Graduate Diploma in TESOL</td>
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<tr>
<td>- Graduate Diploma in TESOL and Literacy</td>
<td>F</td>
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<td>Graduate Program in Tertiary Education</td>
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<tr>
<td>Doctor of Philosophy</td>
<td>F,M,B</td>
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</tbody>
</table>

*Campus =B=Sunbury F=Footscray Park M=Melton V=Vietnam 2=Thailand
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

GRADUATE CERTIFICATE IN TEACHING STUDIES OF ASIA
Course Code: HTSA
Course not offered in 2006

COURSE OBJECTIVES
The course aims to provide teachers in Victorian government and non-government primary and secondary schools with opportunities to develop their knowledge of Asia in a context that relates to current curriculum policy and guidelines, and to classroom practice.

ADMISSION REQUIREMENTS
To qualify for admission to the course an applicant must have:
• a Bachelor of Education; or
• an undergraduate degree, plus a Diploma of Education; or
• an undergraduate degree and undertaken professional work experience in education and training, as approved by the School of Education.

COURSE DURATION
The course is offered over one semester full-time or part-time equivalent.

COURSE STRUCTURE
AAA5030 Teaching Asia 1
AAA5031 Teaching Asia 2
HEG1303 Recent Developments in Curriculum
HEG1310 Portfolio Development

GRADUATE DIPLOMA IN SECONDARY EDUCATION
Course Code: HGES

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.

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.

COURSE DURATION
The course is offered over one year on a full-time basis or part-time equivalent.

PRACTICAL PLACEMENT
Students should note that they would be subject to safety screenings (police checks) before practice placements, in accordance with Department of Education and Training Policy.

COURSE STRUCTURE
Year 1
Semester One
HEG1651 Social Context of Teaching & Learning
HEG1653 Approaches to Teaching and Learning 1
(incorporating 20 days of supervised teaching practice and 10 days Project Partnership)
Discipline Study One
Discipline Study Two

Semester Two
HEG1652 New Learning
HEG1654 Approaches to Teaching and Learning 2 (incorporating 20 days of supervised teaching practice and 10 days Project Partnership)
Full-time students choose two Discipline Study sequences from the list below.
Discipline Study One
Discipline Study Two
Part-Time Option

Year 2
Semester One
HEG1655 Social Context of Teaching and Learning
Discipline Study Two
Semester Two
HEG1652 New Learning
Discipline Study Two
Discipline Study
For Full-time students two of the following
Discipline Study sequences per year (A total of 24 Credit points for each Discipline Study per Semester); Part-Time students select one
Discipline Study sequence per year eg. HEG1669Teaching Computing 1 & HEG1671 Teaching Computing 2
HEG1672 Teaching English 1
HEG1673 Teaching English 2
HEG1674 Teaching English as a Second Language 1
HEG1675 Teaching English as a Second Language 2
HEG1676 Teaching Languages other than English 1
HEG1677 Teaching Languages other than English 2
HEG1678 Teaching Mathematics 1
HEG1679 Teaching Mathematics 2
HEG1680 Teaching Physical education 1
HEG1681 Teaching Physical education 2
HEG1682 Teaching Science 1
HEG1683 Teaching Science 2
HEG1684 Teaching Studies of Society & the Environment 1
HEG1685 Teaching Studies of Society & the Environment 2
HEG1686 Teaching Technology 1
HEG1687 Teaching Technology 2
HEG1688 Extended Discipline Study 1
HEG1689 Extended Discipline Study 2
HEG1690 Teaching Vocational Education & Training 1
HEG1691 Teaching Vocational Education & Training 2
HEG1692 Teaching Music 1
HEG1693 Teaching Music 2
HEG1694 Teaching Student Welfare 1
HEG1695 Teaching Student Welfare 2

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GRADUATE PROGRAM IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) & LITERACY
Incorporating –

GRADUATE CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) (OFFERED PART-TIME ONLY)
Course Code: HTTL

GRADUATE CERTIFICATE IN LITERACY (OFFERED PART-TIME ONLY)
Course Code: HTLT

GRADUATE DIPLOMA IN TESOL
Course Code: HGTT

GRADUATE DIPLOMA IN TESOL AND LITERACY
Course Code: HGTL

MASTER OF TESOL
Course Code: HMTT

MASTER OF TESOL AND LITERACY
Course Code: HMTL

PROGRAM OBJECTIVES
The program aims to provide:

- a comprehensive overview of issues in Teaching English to Speakers of Other Languages (TESOL) and Literacy, with specific focus on current TESOL and Literacy teaching; and
- skills sufficient to function as competent TESOL/Literacy program designers and teachers in a range of educational training contexts.

ADMISSION REQUIREMENTS

GRADUATE CERTIFICATES & GRADUATE DIPLOMAS
To qualify for admission to the Graduate Certificates and Graduate Diplomas 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.

MASTER OF TESOL
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 per cent), or equivalent.

MASTER OF TESOL & LITERACY
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 per cent), or equivalent.

PROGRAM DURATION
Each Graduate Certificate is offered over 2 semesters part-time.
Each Graduate Diploma is offered over two semesters on a full-time basis or part-time equivalent. Each Master degree is offered over three semesters on a full-time basis or part-time equivalent.

PROGRAM STRUCTURE

GRADUATE CERTIFICATE IN TESOL
ACA5001 Foundations of Language
HEG2200 TESOL Methodology
HEG2211 Techniques in TESOL

GRADUATE CERTIFICATE IN LITERACY
ACA5001 Foundations of Language
HEG2204 Literacy Methodology
HEG2205 Advanced Literacy Methodology

GRADUATE DIPLOMA IN TESOL
The Graduate Diploma in TESOL comprises the Graduate Certificate in TESOL plus three approved subjects offered by the School of Education.

GRADUATE DIPLOMA IN TESOL AND LITERACY
The Graduate Diploma in TESOL and Literacy comprises the Graduate Certificate in Literacy plus two core subjects and one other subject selected from the applied studies or electives offered by the School of Education.*

HEG2200 TESOL Methodology
HEG2211 Techniques in TESOL
Elective or Applied Study*

Applied Studies Subjects
HEG2202 Professional Practice – TESOL
HEG2210 Professional Practice – Literacy* 22 days over one semester.

*Local students seeking accreditation with employing bodies such as the Department of Education and Training must complete HEG2202 Professional Practice – TESOL.

MASTER OF TESOL
MASTER OF TESOL AND LITERACY
Each Master degree comprises its corresponding Graduate Diploma plus one of the following pathways:

PATHWAY 1
HER0001 Introduction to Research Design and Methods*
HEM1659 Minor Thesis (full-time) or
HEM1660 Minor Thesis (part-time)

PATHWAY 2
HER0001 Introduction to Research Design and Methods*
plus two approved subjects offered by the School of Education
*Offshore students will enrol in HEM1655 Research Methods in Education and Training.

Assessment tasks for the electives must be based on the TESOL and/or Literacy field.
MASTER OF EDUCATION (SPECIALISATION)
Course Code: HMED

COURSE OBJECTIVES
This course is to develop graduates with:
• 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;
• demonstrated evidence of communicating their practice inquiry and research effectively;
• a commitment to ethical action and social responsibility as an educator, professional and researcher;
• evidence of working autonomously and collaboratively in their practice, inquiry and research and
• creativity and flexibility in the application of knowledge to new situations, to solve complex problems and to think rigorously and independently.

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 specializations in the course. International students require an IELTS score of seven (7) with a minimum of six (6) in any band. Course Duration Program is offered over 18 months full-time basis or part-time equivalent

COURSE STRUCTURE
Year 1
Semester One
One core unit of study
Two specialisation units of study
or
Eight units of study (Tertiary Education)
Exit point: Graduate Certificate (specialisation)
Semester Two
One core unit of study
One specialisation unit of study
One other unit of study
Exit point: Graduate Diploma (specialisation)

Semester Three
Education Research Design and Methods and
HEM1659/HEM1660 Minor Thesis
or
One research unit of study and one other unit of study
or
Two research units of study
or
Two other units of study
Exit point: Master of Education (specialisation)

CORE UNITS OF STUDY
HEG5001 Approaches to Learning
HEG1501 Curriculum
HEG1504 Innovation
HEG5002 Educational Leadership

RESEARCH METHODS UNIT OF STUDY:
HEM6100 Education Research Design and Methods

RESEARCH UNITS OF STUDY
HEM6101 Theories of Education, Training and Social Change
HEG1411 Action Research Project
HEM6102 Workplace Research Project
HEM1659 Minor Thesis (full-time)
HEM1660 Minor Thesis (part-time)

SPECIALISATION UNITS OF STUDY
EXPERIENTIAL LEARNING
HEG5001 Approaches to Learning
HEG5003 Managing Sites for Teaching and Learning
HEG5004 Experiential Learning Outdoors: Programming the Journey
HEG2417 Young people and Social Policy
HEG2418 Professional Practice for Youth Development
HEG1003 Current Issues in Community Arts
HEG1004 Community Arts Project Management
HEG5005 Managing Sites for Teaching and Learning Work Based Learning
HEG5006 Training Design and Practice
HEG5007 Facilitating Learning Organisations
HEG5008 Mentoring and Coaching in the Workplace
HEG5009 Assessment
HEG5010 Professional Practice in Educational Consultancy
HEG1502 Evaluation
HEG5001 Approaches to Learning
HEG1501 Curriculum
HEG1504 Innovation

EDUCATIONAL LEADERSHIP
HEG5002 Educational Leadership
HEG1504 Innovation
HEG1502 Evaluation
HEG5003 Managing Sites for Teaching and Learning
HEG5007 Facilitating Learning Organisations
HEG5008 Mentoring and Coaching in the Workplace

PROFESSIONAL DEVELOPMENT
HEG1310 Portfolio Development
HEG1504 Innovation
HEG5011 Reforming Pedagogy
HEG1006 Youth Literacy: Contexts and challenges
HEG5012 Promoting Mathematical Understanding
HEG1308 Middle Years of Schooling
HEG5008 Mentoring and Coaching in the Workplace
HEG1303 Recent Developments in Curriculum
HEG5014 Approaches to Career Education
DIGITAL TECHNOLOGIES AND EDUCATION
HEG4217 Introduction to Interactive Multimedia
HEG4219 CD & DVD-Rom Courseware Production
HEG5013 Teaching and Learning with ICT
HEG4222 Interactive Web Design and Publishing

TERTIARY EDUCATION*
HET4100 Learning Matters at Victoria University
HET4102 Learning and Diversity
HET4103 Student Assessment
HET4104 Designing for Learning
HET4105 Managing Learning
HET4106 Improving Practice
HET4107 Teaching Portfolio
HEG5013 Teaching and Learning with ICT
HEG1703 Supervising Student Research

MASTER OF ARTS
(BY RESEARCH)
Course Code: HRAE

MASTER OF EDUCATION
(BY RESEARCH)
Course Code: HRED

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
- multi-media, on-line 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 with a minimum of twenty-four 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.

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.

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

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

DOCTOR OF EDUCATION
Course Code: HZED

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 DURATION
The course is offered over three years full-time or six years part-time.

ADMISSION REQUIREMENTS
To qualify for admission to the course applicants must normally have successfully completed:
- a Bachelor of Education with honours of first (H1) or upper second class (H2A); or
- a Master of Education by coursework degree where the thesis has been completed to a level of second class honours (H2) or higher, or equivalent; or
- an acceptable alternative Masters qualification; and
- a minimum of three years’ professional experience.

All applicants will be required to attend an interview.
COURSE STRUCTURE
All coursework is completed in the first year of the program via a twelve week trimester system. 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.

Year 1
Semester One
HER8510 Policy Context of Professional Practice
HER8514 The Practice of Professional Development
Semester Two
HER8517 Investigating Professional Practice
HER8518 Researching Professional Practice
Semester Three
HER8519 Workplace Project (Masters)
HER8520 Workplace Project A (Doctoral)
Semester Four
HER8520 Workplace Project A (Doctoral)
Semester Five
HER8521 Workplace Project B (Doctoral) or HER8507 Thesis (full-time)
Semester Six
HER8521 Workplace Project B (Doctoral) or HER8507 Thesis (full-time)

COURSE REGULATIONS
The following should be read in conjunction with the Faculty Regulations detailed earlier in this Handbook, and the University Statutes and Regulations.

UNSATISFACTORY PROGRESS
The following regulations will apply:
- a student must successfully complete the coursework in 4 years; and
- failure to satisfactorily complete all course work subjects precludes the candidate from continuing.

DOCTOR OF PHILOSOPHY
Course Code: HPED

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;
- 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;
- multi-media, on-line 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;

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.

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 Master degree but without recent and relevant research background will be required to undertake and complete an appropriate research methods subject at a high standard in the first semester of study.

COURSE DURATION
The degree is normally completed in a minimum of 36 months (3 years) of full-time study or part-time equivalent.

DEGREE REQUIREMENTS
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.
SCHOOL OF HUMAN MOVEMENT, RECREATION AND PERFORMANCE

The School of Human Movement, Recreation and Performance plays a prominent role in graduate study within Victoria University of Technology. It offered the first PhD program within the University and currently has approximately 90 graduate research students. The School’s staff have raised a considerable amount of research funding from both Government and Industry. Facilities, particularly in the sports sciences. The staff are of an extremely high standard and well-qualified, experienced staff make research possible in most sub-disciplines of physical education, recreation, gerontology and performance studies.

Graduate course work programs at Graduate Certificate, Graduate Diploma and Masters Degree are available in ageing, disability and recreation management, disability and recreation, exercise and sport sciences, exercise rehabilitation, recreation, human performance and sports management, business and culture.

COURSE OFFERINGS
In 2006, the School of Human Movement, Recreation and Performance will offer the following postgraduate programs:

Graduate Diploma in Athlete Career Education ZA Y Y
Graduate Diploma in Exercise and Sport Sciences F Y Y
Graduate Program in Ageing, Disability and Recreation Management Incorporating –
- Graduate Certificate in Ageing, Disability and Leisure F Y Y
- Graduate Certificate in Ageing, Disability and Recreation Management F Y Y
- Graduate Diploma in Ageing, Disability and Recreation Management F Y Y
- Master of Arts – Ageing, Disability and Recreation Management F Y Y
Graduate Program in Exercise Rehabilitation Incorporating –
- Graduate Diploma in Exercise for Rehabilitation F Y Y
- Master of Applied Science – Exercise Rehabilitation F Y Y
Graduate Program in Loss and Grief Incorporating –
- Graduate Certificate in Loss and Grief Education C Y Y
- Graduate Certificate in Loss and Grief Counselling C Y Y
- Graduate Diploma in Loss and Grief Counselling C Y Y

Graduate Program in Sport and Recreation Management Incorporating –
- Graduate Certificate in Sport and Recreation Management F,H Y Y
- Graduate Certificate in Sport and Recreation Management/Operations F,H Y Y
- Graduate Diploma in Sport and Recreation Management F,H Y Y
- Master of Arts – Sport and Recreation Management (by coursework) F,H Y Y
Graduate Program in Sport Business Incorporating –
- Graduate Diploma in Sport Business C Y Y
- Master of Sport Business C Y Y
Master of Applied Science
- Human Performance (by coursework) F Y Y
- Human Performance (by Research) C,F Y Y
Master of Arts (by Research) F Y Y
Doctor of Philosophy C,F Y Y

*Two subjects will be taught at the St Albans Campus.

GRADUATE DIPLOMA IN ATHLETE CAREER EDUCATION
Course Code: HGAE [course not offered in 2006]

COURSE OBJECTIVES
The course aims to:
- provide specialist education and practical skills in the area of athlete career and education services for sports administrators, coaches and other athlete support staff;
- promote an awareness of the broader social and economic issues that surround athletic performance and career development and termination in a sporting climate;
- provide students with opportunities to extend their professional networks and gain additional and direct experience in related workplace settings.

ADMISSION REQUIREMENTS
To qualify for admission to the course an applicant must have successfully completed a Bachelor degree in a discipline or profession directly related to one of the fields of human movement, sports science, education or psychology, or equivalent.

Applicants who do not fulfill the normal admission requirements may be admitted upon submission of evidence that demonstrates appropriate professional and/or vocational experience.

Students who have previously completed the Graduate Certificate in Athlete Career Education will be eligible for admission to the Graduate Diploma with advanced standing.

COURSE DURATION
The course is offered over one year full-time or part-time equivalent.

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COURSE STRUCTURE
The course is delivered in distance learning mode, via the Internet. Students will be required to attend workshops/seminars at prescribed stages. Upon successful completion of the first semester of full-time study, or part-time equivalent, students will be eligible to exit the course with the Graduate Certificate in Athlete Career Education.

Semester One
HPA0001 Sport in Australia
HPA0002 Counselling Issues in Athlete Career and Education
HPA0003 The Athlete Career and Education Program
HPA0004 Athlete Career and Education Practicum
Semester Two
HPA0005 Professional Conduct and Ethics in Sport
HPA0006 Advanced Counselling Skills
HPA0007 Transitions in Sport
HPR0001 Introduction to Research Design and Methods

GRADUATE DIPLOMA IN EXERCISE AND SPORT SCIENCES
Course Code: HGEM
Course not offered in 2006

COURSE OBJECTIVES
This course is designed to produce graduates with expertise in exercise and sport sciences who will understand the scientific bases of exercise and sport performance; be able to apply and effectively evaluate fitness and performance levels; prescribe exercise/training programs to enhance existing levels; be able to effectively communicate those prescriptions to their clients and understand and appreciate the ethical dimensions and implications of this role as well as prescribe exercise and training techniques which emphasise injury prevention.

ADMISSION REQUIREMENTS
To qualify for admission to the course applicants must hold an undergraduate degree or diploma in a related physical education or human science area.
Selection of students will also take into account current involvement in areas related to the coaching, promotion or direction of exercise. Applicants may be required to undertake bridging studies.

COURSE DURATION
The course is offered over one year on a full-time basis or part-time equivalent.

COURSE STRUCTURE
The course is delivered over three evenings per week.
Semester One
HPG5010 Applied Exercise Physiology
HPG5011 Physiology Testing and Evaluation
HPG5080 Biomechanics of Human Movement
HPG5081 Biomechanics Testing and Evaluation
HPG5100 Applied Psychology of Sport and Exercise
HPG5120 Nutrition and Diet for Performance
Semester Two
HPG5110 Counselling & Communication Skills
HPG5130 Applied Ethics: Sport and Exercise
HPG5140 Exercise Prescription
HPG5150 Skill in Sport
HPG5160 Exercise & Sport Sciences Fieldwork*
Eight lecture hours in total plus seventy hours of fieldwork.
Articulation
Graduates will be eligible for admission to the Master of Applied Science - Human Performance with advanced standing.
Applicants who have successfully completed the Graduate Diploma in Ageing, Disability and Recreation Management, or equivalent, and have attained a minimal average of Second Class Honours (H2A), or equivalent, as approved by the Course Co-ordinator, will be eligible for entry into the two-year Master’s program with advanced standing.

COURSE DURATIONS
GRADUATE CERTIFICATES
The course is offered over one semester on a full-time basis or part-time equivalent.

GRADUATE DIPLOMA
The course if offered over two semesters on a full-time basis or part-time equivalent.

MASTER OF ARTS
The course is offered over four semesters on a full-time basis or part-time equivalent.

COURSE STRUCTURE
GRADUATE CERTIFICATE IN AGEING, DISABILITY AND LEISURE
HPM5302 Leisure Education: Individual, Group and Community Development
HPM5600 Leisure Perspectives in Ageing and Disability Services
HPM5601 Ageing Well: Perspectives for the Future
HPM5602 Comprehensive Overview of Disability and Society: Issues and Challenges

GRADUATE CERTIFICATE IN AGEING, DISABILITY AND RECREATION MANAGEMENT
HPR0001 Introduction to Research Design and Methods
HPM5104 Professional Practicum*
HPM5800 Recreation Management in Ageing and Disability Services
HPM5801 Recreation Strategies in Ageing and Disability
*Students who are currently employed in the field of recreation and ageing/disability will have the option to choose whether they wish to complete HPM5104 Professional Practicum or select an elective in its place.

GRADUATE DIPLOMA
The Graduate Diploma in Ageing, Disability and Recreation Management comprises the Graduate Certificate in Ageing, Disability and Leisure plus the Graduate Certificate in Ageing, Disability and Recreation Management.

MASTERS
The Master of Arts – Ageing, Disability and Recreation Management comprises the Graduate Diploma in Ageing, Disability and Leisure plus the Graduate Certificate in Ageing, Disability and Recreation Management.

GRADUATION REQUIREMENTS
Upon satisfactory completion of the Graduate Diploma in Ageing, Disability and Recreation, students are eligible to apply for only one Graduate Certificate in addition to the Graduate Diploma.

GRADUATE PROGRAM IN EXERCISE REHABILITATION
Incorporating –

GRADUATE DIPLOMA IN EXERCISE FOR REHABILITATION
Course Code: HGEX

MASTER OF APPLIED SCIENCE – EXERCISE REHABILITATION
Course Code: HMER
HMEC (Conversion)

PROGRAM 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 twenty week internship; and
- facilitate close and extended contact between students and potential employers.

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.

PROGRAM DURATION
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
GRADUATE DIPLOMA IN EXERCISE REHABILITATION
Year 1
Semester One
HPG5041 Functional Anatomy
HPG5042 Musculo-Skeletal Physiology for Rehabilitation
HPG5043 Quantitative and Qualitative Research Design for Practitioners
HPG5033 Biomechanics Theory and Practice for Rehabilitation
HPG5069 Introduction to Rehabilitation Fieldwork
Semester Two
HPG5018 Exercise Prescription for Musculo-Skeletal and Neurological Conditions
HPG5017 Cardio respiratory and Metabolic Physiology for Rehabilitation
HPG5031 Physiological Testing for Rehabilitation

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

**HPG5034** Work Physiology

**HPG5070** Exercise for Rehabilitation Fieldwork (full time)

**HPG5071** Exercise for Rehabilitation Fieldwork (part time)

**HPG6044** Exercise for Rehabilitation Clinical Practice (part time) (optional) Portion of 20 weeks (=700 hrs)

**MASTER OF APPLIED SCIENCE – EXERCISE REHABILITATION**

**Semester Three**

**HPG6041** Exercise Prescription for Cardiorespiratory and Metabolic Conditions

**HPG5029** Exercise Prescription for Work

**HPG6042** Case Management

**HPG5180** Psychology for Rehabilitation

**RBM5510** Neurological and Neuromuscular Disorders for Rehabilitation

**RBM5610** Clinical Nutrition

**HPG5071** Exercise for Rehabilitation Fieldwork (part time) (optional)

**HPG6044** Exercise for Rehabilitation Clinical Practice (part time), cont. (optional) portion of 20 weeks (=700 hrs)

**Semester Four**

**HPG6043** Exercise for Rehabilitation Clinical Practice (full time)

**HPG6044** Exercise for Rehabilitation Clinical Practice (part time), cont. (optional) portion of 20 weeks (=700 hrs)

Students must complete all core subjects.

**HPG5041** Functional Anatomy

**HPG5042** Musculo-Skeletal Physiology for Rehabilitation

**HPG5043** Quantitative and Qualitative Research Design for Practitioners

**HPG5033** Biomechanics Theory and Practice for Rehabilitation

**HPG5018** Exercise Prescription for Musculo-Skeletal and Neurological Conditions

**HPG5017** Cardiorespiratory and Metabolic Physiology for Rehabilitation

**HPG5031** Physiological Testing for Rehabilitation

**HPG5034** Exercise Physiology for Work

**HPG6042** Case Management

**HPG5180** Psychology for Rehabilitation

Select elective subjects from each of the following pairs:

**HPG6041** Exercise Prescription for Cardiorespiratory and Metabolic Conditions

**HPG5029** Exercise Prescription for Work

**RBM5510** Neurological and Neuromuscular Disorders for Rehabilitation

**RBM5610** Clinical Nutrition

**Fieldwork Subject**

**HPG5069** Introduction to Rehabilitation Fieldwork

**HPG5070** Exercise for Rehabilitation Fieldwork (full time) or

**HPG5071** Exercise for Rehabilitation Fieldwork (part time) cont.

**Clinical Practice Subject**

**HPG6043** Exercise for Rehabilitation Clinical Practice (full time) or

**HPG6044** Exercise for Rehabilitation Clinical Practice (part time) cont.

**HPG6044** Exercise for Rehabilitation Clinical Practice (part time), cont.

**MASTER OF APPLIED SCIENCE – EXERCISE REHABILITATION**

**Year 2**

**Semester One**

**HPG6041** Exercise Prescription for Cardiorespiratory and Metabolic Conditions

**HPG6042** Case Management

**HPG5180** Psychology for Rehabilitation

**HFR0001** Advanced Quantitative Research Methods

**Semester Two**

**HPG6043** Exercise for Rehabilitation Clinical Practice (full time)

**HPG6041** Exercise Prescription for Cardiorespiratory Conditions

**HPG6042** Case Management

**HPG5180** Psychology for Rehabilitation

**RBM5510** Neurological and Neuromuscular Disorders for Exercise Rehabilitation

**RBM5610** Clinical Nutrition

**HPG5071** Exercise for Rehabilitation Fieldwork (part time) (optional)

**HPG6044** Exercise for Rehabilitation Clinical Practice (part time) (optional)

**Semester Four**

**HPG6043** Exercise for Rehabilitation Clinical Practice (full time)

**HPG6044** Exercise for Rehabilitation Clinical Practice (part time) (optional)

**GRADUATE PROGRAM IN LOSS AND GRIEF**

Incorporating –

**GRADUATE CERTIFICATE IN LOSS AND GRIEF EDUCATION**

Course Code: HTLG

**GRADUATE CERTIFICATE IN LOSS AND GRIEF COUNSELLING**

Course Code: HTLC

**GRADUATE DIPLOMA IN LOSS AND GRIEF COUNSELLING**

Course Code: HGLC

**PROGRAM OBJECTIVES**

The program 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.

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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 for 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 DURATIONS
GRADUATE CERTIFICATES
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.

COURSE STRUCTURE
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 One
HPC5001  Contextual Analysis of Loss Across the Lifespan
HPC5004  Introduction to Theories of Loss and Grief

HPC5002 GRIEF EDUCATION: PRACTICES AND STRATEGIES
Semester Two
HPC5003  Management of Disaster and Traumatic Incidents

GRADUATE CERTIFICATE IN LOSS AND GRIEF COUNSELLING
Semester One
APT1025  Individual Awareness
APT1035  Theories and Techniques of Counselling

Semester Two
HPC5100  Applied Techniques of Grief Counselling*
HPC5101  Professional Practice Workshop*
*These subjects will be taught at the St Albans Campus. All other subjects will be taught at the City, Flinders Lane Campus.

GRADUATE PROGRAM IN SPORT AND RECREATION MANAGEMENT
Incorporating –
Not offered in 2006

GRADUATE CERTIFICATE IN SPORT AND RECREATION MANAGEMENT
Course Code: HTSR

GRADUATE CERTIFICATE IN RECREATION SPORT AND RECREATION MANAGEMENT/OPERATIONS
Course Code: HTSO

GRADUATE DIPLOMA IN SPORT AND RECREATION MANAGEMENT
Course Code: HGSR

MASTER OF ARTS IN SPORT AND RECREATION MANAGEMENT (PROJECT MANAGEMENT)
Course Code: HMPM

MASTER OF ARTS IN SPORT AND RECREATION MANAGEMENT (BY COURSEWORK)
Course Code: HMSR

PROGRAMME OBJECTIVES
The programme is designed to optimise the employment opportunities of graduates and to ensure the ongoing development and acquisition of professional skills, attitudes and contemporary knowledge in a variety of sport and recreation settings at a management or operational level.

ADMISSION REQUIREMENTS
GRADUATE CERTIFICATES
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 fulfil 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.
GRADUATE DIPLOMA
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 have satisfactorily completed either the Graduate Certificate in Sport and Recreation Management or the Graduate Certificate in Sport and Recreation Management-Operations, or equivalent, will be eligible to apply for entry into the Graduate Diploma with advanced standing.

MASTER OF ARTS
To qualify for admission to the Master of Arts applicants must hold an undergraduate degree of three or more years duration and 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.
Applicants who have satisfactorily completed the Graduate Diploma in Sport and Recreation Management offered by the School, or equivalent, as approved by the Course Co-ordinator, will be eligible to apply for entry into the Master of Arts – Sport and Recreation Management (by Project Management or Coursework by Minor Thesis) with advanced standing.
Specific consideration will be given to those applicants who have English as a second language. Preference will be given to applicants who have relevant work or community experience. Mature applicants are encouraged to apply.

COURSE DURATIONS

GRADUATE CERTIFICATES
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. And comprises of the two Graduate Certificates.

MASTER OF ARTS (PROJECT MANAGEMENT)
The course is offered over three (3) semesters on a full-time or part-time equivalent (incorporating the 1st year of the Graduate Diploma).

MASTER OF ARTS (COURSEWORK BY MINOR THESIS)
The course is offered over three (3) semester on a full-time basis or part-time equivalent (incorporating the 1st year of the Graduate Diploma).

PROGRAM STRUCTURE
The programme contains both discrete and sequential modules. The programme 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 one semester of the programme 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.

2. The final one semester of the programme 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 One
HPB5202 Sport Event Management
HPB5201 Sport and Recreation Industry Issues
HPB5203 Programme Administration and Delivery
HPB5205 Facility Management and Design
HPB5206 Recreation Management (Part-Time) (over 2 semesters – 2 x 20 cp)
The Master of Art in Sport and Recreation Management (by Project Management) requires the completion of the Graduate Diploma in Sport and Recreation Management plus six months’ one semester of Project Management and Investigating Report.

THE PROJECT MANAGEMENT PROGRAM
The Master of Arts – Project Management Programme requires the completion of the Graduate Diploma in Sport and Recreation Management plus six months/one semester of the Project Management Master Degree study programme.

PROJECT MANAGEMENT OPTION – ONE SEMESTER OF STUDY
HPB6020 Sport and Recreation Management Project Development (Full-Time) And
HPB6021 Sport and Recreation Management Investigation (Full-Time) or
HPB6022 Sport and Recreation Management Investigation (Part-Time) (over 2 semesters – 2 x 20 cp) The Master of Arts (by Coursework) Programme
The Master of Arts (by Coursework) programme requires the completion of the Graduate Diploma in Sport and Recreation Management plus six months/one semester of Research-Based Master Degree study programme.
MINOR THESIS OPTION – ONE SEMESTER OF STUDY
HPM6002 Graduate Seminar and
HPM6003 Minor Thesis (Full-Time) or
HPM6005 Minor Thesis (Part-Time) (over 2 semesters - 2 x 20 cp)

GRADUATION REQUIREMENTS
Students who have satisfactorily completed the Graduate Diploma
are eligible to apply for only one Graduate Certificate (the first
Graduate Certificate completed) in addition to the Graduate
Diploma.

GRADUATE PROGRAM IN
SPORT BUSINESS
Incorporating –

GRADUATE DIPLOMA IN
SPORT BUSINESS
Course Code: HGSB

MASTER OF SPORT BUSINESS
Course Code: HMSB

PROGRAM 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 education of the range of professional skills, values,
  and knowledge to be applied in the sport industry;
• the competencies to assist manage sport organisations and
  projects;
• an understanding of, and an appreciation for the nature, role
  and significance of sport in contemporary society;
• a range of professional skills, attitudes, and knowledge to be
  applied in the sport industry; and
• an understanding that the sport industry services individual and
  community needs and demands the highest ethical and
  professional standards.

ADMISSION REQUIREMENTS
Applicants who do not meet these academic requirements will not
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
may 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 Co-ordinator.

COURSE DURATION

GRADUATE DIPLOMA IN SPORT BUSINESS
The course is offered over two semesters on a full-time basis or part-
time equivalent.

MASTER OF SPORT BUSINESS
The course is offered over three semesters on a full-time basis or
part-time equivalent. The first two semesters comprise the Graduate
Diploma in Sport Business and the third semester completes the
articulated sequence of study leading to the Master of Sport
Business.

COURSE STRUCTURE
Semester One
HPB5204 Strategic Sport Marketing
HPB5201 Sport Resource Management
HPB5302 Sport Business Project (Sem 1 or2)
HPB5306 Sport Consulting and Tendering
HPB5308 Sport Governance
HPB5310 Sport Policy and Planning
BLO5400 Sport and the Law
Semester Two
HPB5307 Sport Community Partnerships
HPB5309 Sport Facility Management
HPB5302 Sport Business Project (semester 1 or 2)
BAO5405 Sport Finance

COURSE STRUCTURE

GRADUATE DIPLOMA IN SPORT BUSINESS
Course Code: HGSB

MASTER OF SPORT BUSINESS
Course Code: HMSB

PROGRAM OBJECTIVES
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  projects;
• an understanding of, and an appreciation for the nature, role
  and significance of sport in contemporary society;
• a range of professional skills, attitudes, and knowledge to be
  applied in the sport industry; and
• an understanding that the sport industry services individual and
  community needs and demands the highest ethical and
  professional standards.

ADMISSION REQUIREMENTS
Applicants who do not meet these academic requirements will not
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
may 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 Co-ordinator.

COURSE DURATION

GRADUATE DIPLOMA IN SPORT BUSINESS
The course is offered over two semesters on a full-time basis or part-
time equivalent.

MASTER OF SPORT BUSINESS
The course is offered over three semesters on a full-time basis or
part-time equivalent. The first two semesters comprise the Graduate
Diploma in Sport Business and the third semester completes the
articulated sequence of study leading to the Master of Sport
Business.

COURSE STRUCTURE
Semester One
HPB5204 Strategic Sport Marketing
HPB5201 Sport Resource Management
HPB5302 Sport Business Project (Sem 1 or2)
HPB5306 Sport Consulting and Tendering
HPB5308 Sport Governance
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Semester Two
HPB5307 Sport Community Partnerships
HPB5309 Sport Facility Management
HPB5302 Sport Business Project (semester 1 or 2)
BAO5405 Sport Finance

COURSE STRUCTURE

GRADUATE DIPLOMA IN SPORT BUSINESS
Course Code: HGSB

MASTER OF SPORT BUSINESS
Course Code: HMSB

PROGRAM 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:
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  and knowledge to be applied in the sport industry;
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  projects;
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  and significance of sport in contemporary society;
• a range of professional skills, attitudes, and knowledge to be
  applied in the sport industry; and
• an understanding that the sport industry services individual and
  community needs and demands the highest ethical and
  professional standards.

ADMISSION REQUIREMENTS
Applicants who do not meet these academic requirements will not
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
may 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 Co-ordinator.
COURSE DURATION
The course is offered over two years on a full-time basis or part-time equivalent.

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
Graduate Diploma in Exercise for Rehabilitation
or
Graduate Diploma in Exercise and Sport Sciences

Year 2
MASTER OF APPLIED SCIENCE
Semester One
HFR0001 Advanced Quantitative Research Methods or
HPRO001 Introduction to Research Design and Methods
HPG6020 Directed Study
Semester Two
HPG6030 Minor Thesis (full-time)

COURSE REGULATIONS
The following should be read in conjunction with the Faculty Regulations detailed earlier in this Handbook, and the University Statutes and Regulations.

To be eligible to progress into the second year of study (the applied research component), students must have successfully completed all the requirements of either the Graduate Diploma in Exercise for Rehabilitation or the Graduate Diploma in Exercise and Sport Sciences, or an equivalent, and attained a minimum average of Upper Second Class Honours (H2A), or the equivalent.

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.

GRADUATION REQUIREMENTS
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.

MASTERS DEGREES BY RESEARCH MASTER OF APPLIED SCIENCE
Course Code: HRAS

MASTERS DEGREES BY RESEARCH MASTER OF ARTS
Course Code: HRAT

The School of Human Movement, Recreation and Performance offer the Master of Applied Science and Master of Arts by Research. Staff will supervise graduate research in many areas of specialisation, such as:

PHYSICAL EDUCATION
MASTER OF APPLIED SCIENCE
• Biomechanics
• Exercise Biochemistry
• Exercise Physiology
• Sport Psychology
• Exercise Psychology

MASTER OF ARTS
• History
• Philosophy of Sport
• Sociology of Physical Education and Sport
• Sport Management

RECREATION
MASTER OF ARTS
• Leisure Studies
• Outdoor Education
• Outdoor Recreation Resources
• Recreation and the Disabled
• Recreation Management
• Social Gerontology

PERFORMANCE STUDIES
MASTER OF ARTS
• Performance Making
• Textual Analysis
• Embodiment
• Documentation of Performance
• Philosophy and Social Theory of Performance

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 an equivalent; or
Bachelor of Arts – Performance Studies or an equivalent.

COURSE DURATION
The standard duration of a Masters by Research varies according to an enrolling student’s prior qualifications. Where an applicant holds a three-year undergraduate degree, the duration will be two years of full-time study or part-time equivalent. However, where an applicant holds an honours degree in a closely related discipline, or equivalent research experience, the standard duration is eighteen months of full-time study or part-time equivalent.

DEGREE REQUIREMENTS
A thesis on an approved subject will be required. The research will be conducted under the supervision of the student’s principal supervisor and co-supervisor.

It is expected that many Masters by Research candidates will undertake approved concurrent coursework subjects to enhance their specific knowledge as it applies to their area of research. In fact, all students undertaking research in the area of exercise physiology will be required to successfully complete HPG6040 Laboratory Skills for Exercise Physiology.

All students are required to undertake, and successfully complete, an appropriate research design subject normally in the first semester of study.
DOCTOR OF PHILOSOPHY

Course Codes: HPPA [International]/HPPE/HPPL [International]

The School of Human Movement, Recreation and Performance offers PhD research programs in many areas of specialisation such as:

- Exercise Biochemistry;
- Leisure Studies;
- Social Gerontology;
- Biomechanics;
- Recreation Management;
- Recreation and Disability;
- Exercise Science;
- Exercise Physiology;
- Sport Psychology;
- Exercise Psychology;
- Philosophy of Sport;
- Performance Making;
- Philosophy and Social Theory of Performance; and
- Embodiment.

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 DURATION

The standard duration of a PhD program is 36 months (three years) of full-time study or part-time equivalent.

DEGREE REQUIREMENTS

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 HPG6040 Laboratory skills for Exercise Physiology.

All students are required to undertake, and successfully complete, an appropriate research design subject normally in the first semester of study.
AAA5002 RESEARCH METHODS

Campus Footscray Park

Prerequisite(s) Nil.

Content This subject 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 (e.g. 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. Quantitative and qualitative research methods, and be able to select a research topic(s), design research proposal(s) and adopt optimum research methods.


Class Contact The equivalent of three hours per week for one semester comprising one one-hour lecture and one two-hour seminar. These classes may be scheduled as intensive weekend workshops depending on student demand.

Assessment One piece of literature review with 3000 words and one research proposal with 2000 words.

AAA5003 ISSUES IN CONTEMPORARY SOCIAL CHANGE IN ASIA

Campus Footscray Park

Prerequisite(s) Nil.

Content This subject will involve a study of some key issues surrounding the process of social change in selected Asian societies over the last two decades, with emphasis on two key themes: Culture and Identity; and The State and Development. Within these themes a number of topics will be explored. They will cover such questions as the redefinition of tradition among government-sponsored agencies, intellectuals as well as grass roots movements, the impact of state-generated development on localities, conflicts over resources, the determinants of development policy formulation, and key ideas which underlie current discussions about development and local culture, both in global and regional forums.


AAA5004 STATE AND SOCIETY IN ASIA

Campus Footscray Park

Prerequisite(s) Nil.

Content This subject examines the relationship between states and societies in selected Asian contexts. It will include a comparative study of political regimes in the region.


Class Contact The equivalent of three hours per week for one semester comprising one one-hour lecture and one two-hour seminar. These classes may be scheduled as intensive weekend workshops depending on student demand.

Assessment One 5000 word assignment.

AAA5005 ECONOMIC CHANGE IN ASIA

Campus Footscray Park

Prerequisite(s) Nil.

Content Examines the changes of economic environment in Asia in the context of global political and economic challenges. It aims to understand how Asian economic environment has been constructed and how that environment relates to economic and political behaviour, and how to collect, analyse and present appropriate data relevant to the changing economic environment in Asia. The first task of the subject is to understand the central ideas of Economics. Three main theories of economics will be identified (subjective preference theory, cost of production theory and abstract labour theory). The second task of the subject is to study the theories’ application to Asia and global economy.

Class Contact The equivalent of three hours per week for one semester comprising one one-hour lecture and one two-hour seminar. These classes may be scheduled as intensive weekend workshops depending on student demand.

Assessment One 5000 word assignment.

AAA5006 CROSS CULTURAL COMMUNICATION IN ASIA

Campus Footscray Park

Prerequisite(s) Nil

Content This subject begins with an introduction to issues and theory of cross-cultural communication in the context of Australia-Asia relations. This is followed by three sections which concentrate on the language and culture and how to do business in Japan, Vietnam and China. The subject concludes with a summary and overview of Australia-Asia business relations with respect to intercultural business communication.

Required Reading

Recommended Reading

AAA5009 THE CITY IN ASIA

Campus Footscray Park

Prerequisite(s) Nil

Content This subject aims to examine the process of industrialisation in Asia in relation to changes in the global economy, to provide ways of understanding this process through applying development theories, and to explore issues and outcomes resulting from Industrialisation using different perspectives through case studies which include countries in East, Southeast and South Asia. The subject includes three parts: the first part presents an analysis of global economy and regional industrialisation of Asia resulting from Industrialisation using different perspectives through case studies which include countries in East, Southeast and South Asia. The subject includes three parts: the first part presents an analysis of global economy and regional industrialisation of Asia since the Second World War; the second part of the subject discusses the theoretical frameworks and the main criticisms of these; and the third part uses them to interpret the Asian industrial development experiences.

Required Reading

Class Contact The equivalent of three hours per week for one semester comprising one one-hour lecture and one two-hour seminar. For Masters and Graduate Diploma students these classes may be scheduled as intensive weekend workshops depending on student demand.

Assessment Seminar presentation or short essay, 15%; major essay (3000 words), 40%; final examination, 45%. Note Masters degree candidates taking this subject will be required to present a major essay of 5000 words.

AAA5100 INDUSTRIAL DEVELOPMENT IN ASIA

Campus Footscray Park

Prerequisite(s) Nil

Content This subject aims to examine the process of industrialisation in Asia in relation to changes in the global economy, to provide ways of understanding this process through applying development theories, and to explore issues and outcomes resulting from Industrialisation using different perspectives through case studies which include countries in East, Southeast and South Asia. The subject includes three parts: the first part presents an analysis of global economy and regional industrialisation of Asia since the Second World War; the second part of the subject discusses the theoretical frameworks and the main criticisms of these; and the third part uses them to interpret the Asian industrial development experiences.

Required Reading

Recommended Reading

Class Contact The equivalent of three hours per week for one semester comprising one one-hour lecture and one two-hour seminar. These classes may be scheduled as intensive weekend workshops depending on student demand.
### AAA5011 INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’

**Campus** Footscray Park  
**Prerequisite(s)** Nil  
**Content** This course will examine a range of theoretical and disciplinary approaches to the study of contemporary ‘Asia’ and the ‘Pacific’. The disciplines discussed will include history, philosophy and literature 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 post-colonial development of these disciplines will receive particular attention. The course 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 course will be taught by a combination of lecture and seminar. Students will be expected to present a number of seminar papers during the semester.  


**Class Contact** The equivalent of three hours per week for one semester comprising one one-hour lecture and one two-hour seminar. These classes may be scheduled as intensive weekend workshops depending on student demand.  

**Assessment** Two 2500 word assignments

### AAA5012 ASIAN CULTURES AND LITERATURES

**Campus** Footscray Park  
**Prerequisite(s)** Students must have either completed AAA5011 Interpreting Asia and the Pacific or be undertaking AAA5011 Interpreting Asia and the Pacific concurrently with AAA5012 Asian Cultures and Literatures.  
**Content** This subject introduces students to a comparative understanding of an Asian cultures through an study of several texts (including novels, poetry, films, drama, music) in English translations. Special attention will be paid to Vietnamese, Chinese and Japanese texts, though texts from other Asian cultures may also be examined.  


### AAA5013 COLONIALISM, NATIONALISM AND REVOLUTION IN SOUTHEAST ASIA

**Campus** Footscray Park  
**Prerequisite(s)** Students must have either completed AAA5011 Interpreting Asia and the Pacific or be undertaking AAA5011 Interpreting Asia and the Pacific concurrently with AAA5013 Colonialism, Nationalism and Revolution in Southeast Asia.  
**Content** This subject will take as its central theme for the study of Southeast Asian history during the 19th and 20th centuries the interaction between the evolving indigenous societies of the region and increasing Western penetration. This subject will examine how Southeast Asian societies accommodated, resisted, and utilised European and North American political and economic intervention. The first weeks of the subject 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 subject will be devoted to an examination of the revolutionary experience leading to the creation of the new nation states of Southeast Asia. The subject will focus on Indonesia, but will draw comparisons with other Southeast Asian countries.  


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

**Assessment** Critical review (2,500 words), 30%; research essay (5000 words), 70%.

### AAA5014 THE SEARCH FOR MEANING IN ASIA

**Campus** Footscray Park  
**Prerequisite(s)** Students must have either completed AAA5011 Interpreting Asia and the Pacific or be undertaking AAA5011 Interpreting Asia and the Pacific concurrently with AAA5014 The Search for Meaning in Asia.  
**Content** This subject examines the diverse religious and philosophical traditions of Asia in a comparative perspective. The aim is two-fold: to develop an understanding of traditions of value, thought devotion, and spirit in Asia; and to develop an ability to appreciate different ways of interpreting self and the world. Emphasis will be given to the dimension of personal experience in the human quest to find meaning in life and to give the world meaning, both past and present. This will involve a consideration of such issues as mind, consciousness, cosmology, deity, power, transformation, vision, and transcendence. The impact of systems of thought on more public issues such as the good life, ecology, personhood, social life, and nationhood will also be discussed.  

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

AAA5015 GENDER AND SEXUALITY: ASIAN PERSPECTIVES

Campus Footscray Park

Prerequisite(s) Students must have either completed AAA5011 Interpreting Asia and the Pacific, or be undertaking AAA5011 Interpreting Asia and the Pacific concurrently with AAA5015 Gender and Sexuality: Asian Perspectives.

Content This subject employs recent social theory understandings of gender and identity. Case studies will be drawn from a range selected Asian cultural contexts. Issues to be considered will include the complex notions of engenderment (e.g., femaleness, maleness, androgyny), heterosexuality, homosexuality, prostitution, sex tourism, peyderasty, and possibilities for gender equality and empowerment in specific cultural milieux.


Class Contact Three hours per week comprising normally one one-hour lecture and one two-hour seminar.

Assessment Seminar paper (2,500 words), 30%; research essay (5000 words), 70%.

AAA5016 ASIAN COMMUNITIES IN AUSTRALIA

Campus Footscray Park

Prerequisite(s) Students must have either completed AAA5011 Interpreting Asia and the Pacific or be undertaking AAA5011 Interpreting Asia and the Pacific concurrently with AAA5016 Asian Communities in Australia.

Content This subject is a community studies based approach to Asian ethnic groups in Australia. Particular attention will be focused on Chinese Australians and Indo-Chinese Australians, although other Asian Australians may also be considered in the subject. Problems associated with cultural clashes and racism, access to English language services, education, employment, crime, housing, cross-cultural relationships, family life, and leisure activities will be analysed within the framework of Australian multiculturalism. As part of this subject, students will be expected to write up an observational study of an Asian community group, or organisation, or association in the Melbourne metropolitan area. Particular attention will be paid to gathering oral histories, accessing primary source materials (e.g., letters, diaries, records), and conducting in-depth interviews. Normally this subject will only be available to students who intend to proceed to Honours.


Class Contact Three hours per week comprising normally one one-hour lecture and one two-hour seminar.

Assessment Seminar paper (2,500 words), 30%; research essay (5000 words), 70%.

AAA5017 BUSINESS CULTURES IN ASIA

Campus Footscray Park

Prerequisite(s) Students must have either completed AAA5011 Interpreting Asia and the Pacific or be undertaking AAA5011 Interpreting Asia and the Pacific concurrently with AAA5017 Business Cultures in Asia.

Content This subject 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, socio-political and economic conditions, and management and labour relations in selected countries in East and Southeast Asia.
Required Reading

Class Contact
Three hours per week comprising one one-hour lecture and one one-hour seminar. These classes may be scheduled as intensive workshops depending on students’ demand.

Assessment
Oral presentation, 10%; minor essay (2000 words), 30%; research essay (5000 words), 60%

AAA5018 CULTURE AND POLITICS IN INDONESIA

Campus Footscray Park
Prerequisite(s) Students must have either completed AAA5011 Interpreting Asia and the Pacific or be undertaking AAA5011 Interpreting Asia and the Pacific concurrently with AAA5018 Culture and Politics in Indonesia.

Content
The subject 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 subject will include the construction of national identity, the search for appropriate political forms and the social and political changes generated by rapid economic development, 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.

Required Reading

Recommended Reading

Class Contact
Three hours per week comprising one one-hour lecture and one one-hour seminar.

Assessment
Seminar paper, (2500 words) 30%; research essay (5000 words) 70%.

AAA5020 SOUTHEAST ASIAN POLITICS

Campus Footscray Park
Prerequisite(s) Nil.

Content
This subject will examine key recent events as well as political change and conflict in the Southeast Asian region since World War II. The subject 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’, civil society and the role of the middle class in contemporary Southeast Asian politics. The course should provide a useful basis for understanding and explaining the political systems of the region and their trajectories of change.

Required Reading

Recommended Reading

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

Assessment
Seminar paper, (2500 words), 30%; research essay (5000 words), 70%.

AAA5021 FOREIGN RELATIONS: INDONESIA, VIETNAM AND AUSTRALIA

Campus Footscray Park
Prerequisite(s) Students must have either completed AAA5011 Interpreting Asia and the Pacific or be undertaking AAA5011 Interpreting Asia and the Pacific concurrently with AAA5021 Foreign Relations: Australia and its Neighbours.

Content
This subject will examine the foreign policies of Australia, Indonesia and other Southeast Asian countries. It will explore themes such as decolonisation, the Cold War, globalisation, and regional co-operation from a number of national perspectives with the objective of giving students insight into the multi-layered network of interactive relationships in which foreign policies are developed and implemented. The study of Australian policy will constitute the principal focus. The subject will examine both the key strategic relationships with ‘great and powerful friends’ and the development of more autonomous relations with the nations of Northeast and Southeast Asia. Extensive use will be made of Australian official documents as source material.

Required Reading
Evans, G. and Grant B. 1995, Australia’s Foreign Relations in the World of the 1990s, Melbourne University Press, Melbourne.

Recommended Reading

Class Contact Three hours per week comprising one one-hour lecture and one two-hour seminar.

Assessment Seminar paper (2,500 words), 30%; research essay (5000 words), 70%.

AAS5024 POLITICAL ECONOMY OF GLOBALISATION

Campus Footscray Park

Prerequisites Students must have either completed AAS5011 Interpreting Asia and the Pacific or be undertaking AAS5011 Interpreting Asia and the Pacific concurrently.

Content This subject examines the processes of Globalisation from the perspectives of political economy. Globalisation, under this heading, refers to the development of an economy and forms of governance that span much of the world. Such developments reflect three processes: (a) the integration of financial and currency markets across the entire world; (b) the integration of production, trade and capital formation across national boundaries in global corporations; and (c) the emergence of functions of global governance that partially regulate national economic, social and environmental policies. The fusion of finance, corporations and other organisations also reflects the decisions that permit, promote or execute enhanced global connections. The subject will be divided into three parts: (i) a critical review of recent theories in political economy which are related to the processes of Globalisation; (ii) a review of the historical path of the so-called ‘Globalisation’ processes; (iii) an exploration of empirical case studies to critically evaluate ‘Globalisation’ and Australia’s engagement with and responses to this process.


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

Assessment Seminar paper, (2,500 words), 30%; research essay (5000 words), 70%.

AAS5030 TEACHING ASIA 1

Campus Footscray Park

Prerequisite(s) Normally at least a Bachelor’s degree or its equivalent and a recognised professional qualification in education or teaching.

Content The subject presents an historical sociology of Australian culture as it has affected Australia’s relations with selected East and Southeast Asian societies. It will involve an historical examination of Australia’s relations with the region. Australia’s foreign policy towards selected countries will be critically examined. Students will be introduced to contemporary debates on Australia’s ‘engagement’ with ‘Asia’. Particular emphasis will be placed on China, Japan and Indonesia.


Subject Hours Eighteen hours for one semester.

Assessment One literature review exercise of 1500 words (40%); one essay of 2500 words (60%).

AAA6002 THESIS

Campus TBA

Content This subject provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis.

AAA6003 THESIS (PART-TIME)

Campus Footscray

Prerequisite(s) Completion of AAA5011, AAA5002 and two electives; or equivalent.

Content This subject 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 applicant can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

Required Reading To be advised by supervisor.

Recommended Reading To be advised

Class Contact Regular contact with supervisor.

Assessment Thesis (10,000 words), 100%.

AAA6004 MINOR THESIS (FULL-TIME)

Campus Footscray

Prerequisite(s) Completion of AAA5011, AAA5002 and two electives; or equivalent.

Content This subject 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 applicant can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

Required Reading To be advised by supervisor.

Recommended Reading To be advised

Class Contact Regular contact with supervisor.

Assessment Thesis (10,000 words), 100%.

AAA6005 MINOR THESIS (PART-TIME)

Campus Footscray

Prerequisite(s) Completion of AAA5011, AAA5002 and two electives; or equivalent.

Content This subject 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 applicant can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

Required Reading To be advised by supervisor.

Recommended Reading To be advised

Class Contact Regular contact with supervisor.

Assessment: Thesis (10,000 words), 100%.

AHA1001 WORLD HISTORY

Campus Footscray Park

Prerequisite(s) Nil.

Content The subject takes a broad, synoptic view of world history, structured to emphasise the distinctive contributions and remaining legacies of previous civilisations and historical movements. While reference is made wherever possible to events in Asia, Africa, and the Americas, Europe is its centre, for in the phase of world history
ending now, Europe has been the prime initiator for the past 500 years. The subject examines the legacy of Greece and Rome, and notes multicultural elements in the classical world; moves on to the Middle Ages, comparing European feudalism with Japanese, and examines the collective principle at work in medieval institutions. The idea of Christendom is never considered, with its break-up in the Reformation; the tensions between the new individualism which then emerged and the abiding impulse towards collectivism becomes a major theme in the subject. Despotism is next reviewed, in Europe and Asia, setting the stage for an examination of European expansion across the seas. A brief reference to the American revolution is followed by a tracing of the growth of individualism from the Renaissance to the French Revolution, the socialist ideal is examined as a response. The twentieth century comprises the final segment of the subject, discussing the exhaustion of Europe; imperialism, its decline, and the rise of the Third World; and finally, Communism and its collapse.

**Required Reading**

**Recommended Reading**


**Class Contact**
Three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial.

**Assessment**
Tutorial paper (700 words) (20%); Essay (2000 words) (50%); Examination (30%).

**AAH1008 AUSTRALIANS AT WAR**

**Campus**
Footscray Park

**Prerequisite(s)**
Normally AAH1007 History 1A: Australian History: 19th Century or AAH1001 World History

**Content**
This subject examines the concept of national identity within the context of the changing social and political experiences of Australians during wartime. Special emphasis is given to the impact of the Great War (1914 – 1918) on Australian society. Homefront experiences of Australians during WWII, the Korean War and the Vietnam War are analysed and evaluated.

**Required Reading**
To be advised by lecturer

**Recommended Reading**
To be advised by lecturer

**Class Contact**
Three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial.

**Assessment**
Essays 50%; examination 40%; participation 10%.

**AAH2012 EUROPEAN HISTORY 2**

**Campus**
Footscray Park

**Prerequisite(s)**
Normally AAH2011 European History 1

**Content**
This subject develops the theme of ideological conflict (from AAH2011) through an historiographical examination of the origins of World War II, followed by an intensive study of the annihilation of European Jewry. The subject 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.

**Required Reading**

**Recommended Reading**
To be advised by lecturer.

**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%.

**AAH2013 HISTORY – THE RISE AND FALL OF APARTHEID**

**Campus**
Footscray Park

**Prerequisite(s)**
Normally AAH1008 Australians at War.

**Content**
This subject sets out to show how apartheid arose from South African conditions, and to examine how it was eventually overcome and renounced. The antecedents of the policy are traced in the former British colonies and the Boer republics, as is the impact of urbanisation and industrialisation on race relations. While repressive laws from earlier in the twentieth century are noted, the main focus is on the rise of Apartheid nationalism and the implementation of grand and petty apartheid after the Nationalist victory in 1948. Next the subject turns to African resistance, from the foundation of the African National Congress but particularly from the Soweto riots of 1976. South Africa’s changing context, from Cold war ally to international pariah, is also considered. Finally, there is a discussion of the contesting ideas of South Africanism, Pan Africanism, and tribal loyalties.

**Required Reading**

**Class Contact**
Two hours a week for one semester, comprising one one-hour lecture and one one-hour seminar/discussion group, plus three hours self-directed learning per semester.

**Assessment**
Essays 50%; end of semester examination, 40%, class participation, 10%.

**AAP5004 CONTEMPORARY ISSUES IN SOCIAL AND POLITICAL ANALYSIS**

**Campus**
Footscray Park

**Prerequisite(s)**
Admission to Postgraduate program

**Content**
This subject explores current scholarly debates in social interpretation and historiography, particularly as they relate to Humanities and Social Sciences curricula in schools and to contemporary theorisings of the ‘highmodern’ (Giddens) or ‘post-modern (Foucault) human experience. Critiques of issues such as modernity and postmodernity, gender and sexuality, ethnic nationalism and multiculturalism, environmentalism and development, and globalisation will be analysed for the usefulness in reading and teaching recent works in History, International Studies and Politics.

**Required Reading**

**Recommended Reading**


**ACA5001 FOUNDATIONS OF LANGUAGE**

**Campus** Footscray Park  
**Prerequisite(s)** Nil  
**Content** This subject will examine the various hypotheses and theoretical underpinnings of first and second language acquisition. Aspects of the formal systems of English in both the spoken and written modes will be investigated, including grammar, phonology and semantics. This will provide the fundamental principles in these areas for students who have not previously acquired such knowledge.

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


**Subject Hours** Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop.

**Assessment** One class assignment of 500 words 10%; 1 class assignment of 1000 words, 20%; 1 written assignment of 1000–1500 words, 35%; 1 written assignment of 1500 words, 35%.

**ACA5002 ADVANCED ENGLISH FOR SPEAKERS OF OTHER LANGUAGES 1B-COMMUNICATION PART B**

**Campus** Footscray Park  
**Prerequisite(s)** Normally ACA5011 Advanced English for Speakers of Other Languages 1A.  
**Content** Skills will reinforce and extend those of Semester 1. Interpretation of information from a variety of forms—newspapers, documents, tables, diagrams and graphs will be presented. The audience and purpose of writing will be examined, and informative, persuasive and argumentative styles applied. Oral competence and pronunciation will be emphasised. The subject 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.

**Recommended Reading** French, J. 1993, Walking the Boundaries, Angus and Robertson, Sydney.

**Class Contact** Two 2-hour workshops.

**Assessment** Class homework and exercises, 50%; oral presentation, 20%; examination, 30%.

**ACA5004 ADVANCED ENGLISH FOR SPEAKERS OF OTHER LANGUAGES 2B-LITERARY ENGLISH**

**Campus** Footscray Park  
**Prerequisite(s)** ACA5003 Advanced English for Speakers of Other Languages 2A.

**Content** This subject offers experience in the more imaginative areas of English expression, for example, poetry long and short narrative forms, and drama. Specific aspects of language will include: the varieties and applications of figurative language; rhythm and ‘sound texture’ (euphony and dissonance), in ‘literary English’; style and lexical choice; comparison of different literary genres.


**Recommended Reading** To be advised by lecturer.

**Class Contact** Four hours per week for one semester comprising one one-hour lecture, one two-hour discussion workshop and one two-hour workshop for written skills, or as advised by lecturer.

**Assessment** Progressive assessment of oral and written work, comprising exercises and essays, 50%; class presentation(s), 20%; examination, 30%.

**ACA5005 ASPECTS OF LANGUAGE: STRUCTURE & USE**

**Campus** Footscray Park  
**Prerequisite(s)** Nil  
**Content** 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 subject 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 ACA2001 English as a Foreign Language 2A-Media and ACA2002 English as a Foreign Language 2B-Literary English, the subject will at the same time develop an arsenal of concepts underpinning the study of varieties of English in ACA3001.

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

**Recommended Reading** Useful background reading would include: Roach, Peter 1983, English Phonetics and Phonology, CUP.

**Class Contact** Four hours per week for one semester comprising two two-hour seminars or as advised by lecturer.

**Assessment** Two oral presentations, 20%; four short written exercises during the semester, 40%; class exercises 10%; final examination 30%.
ACAS006 AUSTRALIAN LANGUAGE: VARIATION, CONVERSATION AND CULTURE

Campus Footscray Park
Prerequisite(s) Nil
Content Language as the fundamental human institution is a powerful instrument for cohesion and division in society, for the maintenance and (usually unintended) subversion of relationships. This subject will examine how language is used to affect these ends in out Australian context. Students will be introduced to ways of describing linguistic features. The place, linguistically and culturally, of Australian English among world English’s will be investigated, as will social, regional, gender, ethnic and age-related variation within Australian English itself. The varied repertoire of individual speakers and the uses to which this is put within English and across languages will be considered. Academic English as a register will be investigated. Analysis of the mechanics and outcomes of conversation will lead to a deeper understanding of the rules underpinning it and the roles taken by its participants, and the extent to which these vary culturally. Students will explore the relationship between language change, planned and otherwise, to the sociocultural context within which it takes place. Finally, language(s) policy at both the institutional and global level, and its relationship to actual practice, will be investigated.
Required Reading A book of readings will be available for sale to students.
Class Contact Three hours per week for one semester comprising a two-hour lecture and a one-hour tutorial.
Assessment Assignments and class exercises, 65%; class test, 15%; examination, 20%.

ACAS007 COMMUNICATION FOR ACADEMIC PURPOSES A

Campus Footscray Park
Prerequisite(s) Entry to the major will normally be open to students who fulfil the following criteria: have gained general entry to the BA; English is not their first language; the major part of their formal schooling has not been conducted in the English language.
Content 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 subject 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 subject 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.
Recommended Reading To be advised by the lecturer.
Class Contact Two 2-hour workshops
Assessment Assessment will be based on a series of practical tasks. Class and homework exercises 40%; Oral presentation 20%; Aural test 10%; Written examination 30%
subject 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.

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


**Class Contact**: 2.5-hour seminar per week

**Assessment** Assessment will be based on a series of theoretical and practical tasks. 30% assignments and class exercises 20% oral presentation 50% major essay

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**ACA5017 ENGLISH IN THE AUSTRALIAN MEDIA**

**Campus**: Footscray Park

**Prerequisite(s)** none

**Content** This subject 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 subject will heighten students’ knowledge of Australian society and culture. The content will examine the news: where it comes from; social process of news production and presentation; news values. Advertising as an industry undermining the media and as instantiation of the language of persuasion and print and electronic media will be examined. The language skills of listening, speaking, reading and writing will be extended within the content. English language and learning skills will be further refined and the ability to analyse, synthesise and critically evaluate information will be stressed. Discussion, vocabulary extension and small group presentation will dominate oral work.

**Required Reading** Cunningham, Stuart and Turner, Graeme (eds) 1993, The Media in Australia: Industries, Texts, Audiences, Allen and Unwin, Sydney

**Recommended Reading** To be advised by the lecturer.

**Class Contact**: 2.5-hour seminar

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

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**ACA5018 ENGLISH IN SPOKEN INTERACTION**

**Campus**: Footscray Park

**Prerequisite(s)** Normally first year of the AESOL major or equivalent level of language proficiency

**Content** This subject 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.

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


**Class Contact**: 2.5-hour seminar per week

**Assessment** Assessment will be based on a series of theoretical and practical tasks. 30%; 2 written transcriptions and an oral delivery of one of them 40%; 2 oral presentations 30%; a detailed conversation analysis of an interaction of the student’s choice

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**WOMEN AND INTERNATIONAL DEVELOPMENT**

**Campus**: City Flinders and St Albans

**Prerequisite(s)** Admission to postgraduate program

**Content** 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. The focus will be on the intersections between gender and feminist analyses and sustainability in the era of globalisation. Topics include international trade and the movement of people, racism, conflict and militarisation, environmental crises and critiques of western paradigms. Especially recommended for agency, government and community development practitioners and those seeking careers in this field.

**Required Reading** Women and International Development Book of Readings, Momsen, J. H. 2004, Gender and Development, Routledge


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

**Assessment** Seminar paper & presentation, 40%; Research essay, 60%.

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**ACF5049 APPROACHES TO RESEARCH**

**Campus**: City Flinders

**Prerequisite(s)** Admission to postgraduate program

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

**Required Reading** To be advised.


**Class Contact** Two-hour seminar for one semester.

**Assessment** Research-oriented assignments, 60%; Research plan and rationale, 40%.
ACG5005 ADVANCED ENGLISH FOR COMMUNICATION

Campus City Flinders
Prerequisite(s) Nil

Content This subject specifically aims to increase students' proficiency in the English language. They will be introduced to theories of meaning and understanding as well as different genres of discourse within the context of the study of communication. In this subject students will extensively exercise their oral and written skills such as summarising, reviewing, sequencing and interpreting of materials. At the same time they will gain a critical insight into the nature of language structure, conventions and processes on which those skills are based.

Required Reading to be advised by lecturer


Class Contact Equivalent to three hours per week for one semester.

Assessment Class and homework exercises 40%; oral presentation 20%; aural test 10%; essay 30%

ACG5010 INTERNATIONAL COMMUNICATION

Campus City Flinders
Prerequisite(s) Nil

Content This unit provides an overview of the communication issues which have arisen from real world changes over the last few decades, and how academic theory and research have responded, effectively creating international communication as a field of study. 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; contemporary issues, such as satellite television across borders; national culture, development and modernisation in the age of global media.

Required Reading To be advised by lecturer.


Class Contact Equivalent to two hours per week for one semester plus three hours of self-directed learning.

Assessment tutorial paper, 40%; major essay, 60% (4000 words in total)

ACG5020 WRITING AS DISCOURSE

Campus City Flinders
Prerequisite(s) Nil

Content This unit introduces students to some basic concepts and theories surrounding literacy, writing and textuality. It examines these theories in relation to writing about identity, culture and power with reference to specific social discourses including orality, literacy, cross-cultural representation and digital literacies. Critical perspectives on writing covered include those drawn from social anthropology, literary studies, Foucauldian discourse theory, the New Literacy Studies critics, cross-cultural studies and electronic literacies theory and practice.


Class Contact 2 hours a week for 12 weeks or equivalent for a total of 24 hours per semester plus three hours of self-directed learning.

Assessment One writing portfolio equalling 4000 words in total per semester

ACG5021 CYBERCULTURES

Campus Flinders Lane
Prerequisite(s) none

Content The subject examines the emergent field of cyberculture studies. A central emphasis will be the question of how far cybertculture operates as a totally new communication field or as an extension of earlier communication technologies. The subject will engage with areas such as the Internet, digital imagery, virtual aesthetics, and computer games.

Required Reading David Bell An Introduction to Cybertcultures Routledge, NY 2001


Class Contact 2 hours per week

Assessment 2 assignments consisting in total of maximum 4500 words 40 %; minor assignment 60% presentation and major research assignment

ACG5025 MANAGING ORGANISATIONAL COMMUNICATION

Campus City Flinders
Prerequisite(s) Nil

Content This unit aims to develop student’s capacity to improve communication in organizational settings. The course has practical and analytical components. The practical work involves the production of a folio of documents (including business letters, memos, agendas/minutes, position papers, research briefs, reports, mission statements, procedures and guidelines) based on a set of model documents and scenarios. The more analytical work considers aspects of interpersonal and group communication, hierarchies and communication, cross-cultural communication in the workplace, team building, negotiation skills, the impact of screen-based technologies, intranets and the internet, the growth of telecentre work and telecommuting.

Required Reading To be advised by lecturer.

Class Contact Equivalent to two hours per week for one semester plus three hours of self-directed learning.

Assessment folio, (60%); essay (40%) (4000 words in total)
ACG5035 COMMUNICATION AND TECHNOLOGY
Campus City Flinders
Prerequisite(s) Nil
Content This unit deals with the interwoven history of communication technologies and society, and focuses on contemporary policy issues including: the deregulation of broadcasting and telecommunications; the fate of national broadcasters; the multi-channel environment; globalisation, multi-media and other areas of technological and business convergence; Internet and Intranet; data privacy and electronic surveillance.
Required Reading To be advised by lecturer.
Class Contact Equivalent to two hours per week for one semester plus three hours of self-directed learning.
Assessment Two assignments, 60% test (40%) (4000 words in total)

ACG5040 PUBLIC RELATIONS AND ADVERTISING
Campus City Flinders
Prerequisite(s) ACG5015 Perspectives on Communication or ACG5020 Writing as Discourse.
Content This subject will examine public relations and advertising as specific forms of public communication. Students will explore some of the institutional and symbolic aspects of public relations and advertising with a special emphasis on the way the media works, the public relations industry, community-based communication strategies and the economics and regulation of advertising. There will also be a focus on the production and construction of advertising and the ways audiences react to and read ads. Opportunities will be available to develop practical skills in relation to various areas of study.
Required Reading To be advised by lecturer.
Class Contact Equivalent to three hours per week for one semester, comprising one two-hour lecture and one two-hour workshop.
Assessment Media release, 20%; critical analysis of a public relations or advertising campaign, 40%; applied writing task, 40% (subject to change).

ACG5045 HYPERTEXT AND ELECTRONIC PUBLISHING
Campus City and/or Footscray Park
Prerequisite(s) Nil
Content The unit offers an introduction to Electronic Publishing and explores publishing in its managed form, in intranets, extranets, e-publishing, organisational publications, communities of practice. Students explore the use of Web technologies, write to collaborative spaces, and create multi-authored texts, investigating their application as work and community spaces with emphasis on organisational forms of publishing on the Web.
Required Reading To be advised by the lecturer.
Class Contact Equivalent to two hours per week for one semester plus three hours of self-directed learning.
Assessment Portfolio of electronic writing, (4000 words in total)

ACG5050 COMMUNICATION ACROSS CULTURES
Campus City Flinders
Prerequisite(s) Nil
Content This unit 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 will include 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, intergroup communication and communication accommodation, interactional discourse analysis, relativism, the theory and frames of knowledge, cross-cultural education, intercultural communication, 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.
Required Reading To be advised by the lecturer.
Class Contact Equivalent to two hours per week for one semester plus three hours of self-directed learning.
Assessment Theoretical essay, 45%; major research project, 55% (4000 words in total)

ACG5055 MEDIA COMMUNICATION
Campus City Flinders
Prerequisite(s) Nil
Content This unit examines: theories of media effects and media power; media as story-tellers and myth-makers; relations between audiences and media output; the politics and pleasures of media consumption; global media; relations between ‘new’ and ‘old’ media.
Required Reading To be advised.
Class Contact 2 hours per week for 12 weeks or equivalent plus three hours of self-directed learning.
Assessment One short essay (30%); One longer research-based paper (50%); One class presentation (20%) (4000 words in total)

ACG5060 JOURNALISTIC WRITING FOR THE MEDIA
Campus City Flinders
Prerequisite(s) Nil
Content This unit will introduce students to the conventions and skills of writing for the domestic and international newspaper and magazine industries. The unit will combine analysis of newspaper and magazine output with practical writing exercises and a consideration of ethical, socio-political and ideological issues related to the print media generally. Students will be encouraged to critically evaluate and edit their own and other students writing, to reflexively consider their role as media writers and to contextualise their writing within contemporary styles and genres. Genres studied will include: news reporting, travel, popular culture, science, business, lifestyle, entertainment, reviews, environment, politics and
writing for men and women. Writing topics will include: understanding audiences, choosing topics, research, interviews, structuring articles, language and style, editing and revision, titles, illustrations, the writer and the law, marketing manuscripts and copyright.

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


**Class Contact** Equivalent to two hours per week for one semester plus three hours of self-directed learning.

**Assessment** Writing exercises, including one for seminar presentation, 70%; one critical essay, 30% (4000 words in total).

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**ACG5065 GENDERING COMMUNICATION**

**Campus** City Flinders

**Prerequisite(s)** Nil

**Content** This unit will enable to engage with some of the gendered and engendering relations of communication by addressing the central question: how do different forms of communication reproduce and/or create different ideas of being male and female? There will be an ongoing emphasis on the intersections of gender with intercultural differences. The unit is organised around four broad themes: interpersonal, workplace, development, and media communication.

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


**Class Contact** Equivalent to two hours per week for one semester plus three hours of self-directed learning.

**Assessment** Extended essay/report or project 60%; seminar presentation 40%. (4000 words in total)

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**ACG5069 WRITING FOR THE WEB**

**Campus** St Albans

**Prerequisite(s)** ACG5015 Perspectives on Communication or ACG5020 Writing as Discourse

**Content** This subject examines forms and content areas in Web publication, and develops creative, journalistic and corporate writing for Web publication. The subject explores the diversity of Web publications and electronic communities, and enables students to research and practice writing for the Web. Topics covered include: the electronic publishing industry, online publications, writing for print compared to computer screen, interactivity, Web audiences and Web communities. Skills taught will include: writing styles for the Web, including hyperfiction, weblogs, Web bio, Web journalism, home and Web pages, intranets, and email newsletters; research, including interviewing and accessing online sources; interface and Web page design, and Web publishing forms.

**Required Reading** To be advised by lecturer in subject outline.


**Class Contact** One 2.25 hour lecture/writing workshop each week for one semester.

**Assessment** One hyperfiction assignment, 1000 words, 20%; one Web journalism assignment, 1500 words, 40%; one corporate Web writing assignment, 1500 words, 40%.

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**ACG5076 WRITING AND PRODUCING THE DOCUMENTARY**

**Campus** St Albans

**Prerequisite(s)** Nil

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

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

**Class Contact** Equivalent to three hours per week for one semester.

**Assessment** Class presentation, 40%; completed video production/documentary script, 60% (4000 words in total).

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**ACG5080 COMMUNICATING WITH RADIO**

**Campus** St Albans

**Prerequisite(s)** Nil

**Content** This unit offers a focus on radio production work including: field interviewing with portable equipment; writing for radio; editing; basic sound mixing; radio studio production and voice performance assembling a radio program. It offers students the opportunity to have their work broadcast on a community and/or campus radio station.

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

**Class Contact** 36 hours per semester as 3-hour lecture/workshops per week for 12 weeks

**Assessment** One radio interview (25%); One magazine program (40%); Short practice assignments (35%) (Equivalent to 4000 words in total).

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**ACG5086 PUBLIC RELATIONS CAMPAIGN AND MANAGEMENT**

**Campus** St Albans

**Prerequisite(s)** Nil

**Content** This subject is designed for students with both public relations and public advocacy campaigning backgrounds, seeking structured instruction, as well as those planning to work in these areas. It comprises two parts. Firstly a critical overview, employing theoretical analyses, of the strategies used in a variety of public relations campaigns, and secondly the development of competence in the management and evaluation of campaigns. Students will learn 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 of the campaign plan to stakeholders and funders. Students will undertake research and follow work on a specific campaign. Experts from corporate, government and the community sectors will provide insights into a variety of campaign principles and practices. Ethical issues in campaigning will be a major consideration.
**ACG5090 PROSE FICTION**

**Campus** City

**Prerequisite(s)/Co-requisite(s)** ACG5020 Writing as Discourse. Supplementary submission of portfolio of creative writing may be required.

**Content** This subject will provide students with an awareness of twentieth century literary practice in fiction, will improve students ability to critically evaluate their own and others work, and will provide some understanding of the market for fiction. The subject will alternate between novel writing and short story writing from year to year, depending on the availability of staff. Class time will involve writing exercises, discussions based on reading, and work shopping student writings.

**Recommended Reading** To be advised by lecturer.

**Class Contact** Equivalent to three hours per week for one semester.

**Assessment** Portfolio of writing, 75%; seminar presentation, 25%.

**ACG5096 TECHNICAL AND BUSINESS WRITING**

**Campus** City

**Prerequisite(s)** ACG5015 Perspectives on Communication or ACG5020 Writing as Discourse

**Content** This subject introduces students to writing formats and editing skills used widely in business and other organisational settings. Scientific and technical discourses are also considered, along with the impacts that e-mail, internet, intranet, and desktop publishing are having on the writer’s craft. Issues of intellectual property and authorship, record keeping and freedom of information, gendered writing and other ethical issues are also considered. Students will be encouraged to produce a professional quality folio of documents.

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


**Class Contact** Equivalent to three hours per week for one semester.

**Assessment** Folio of Work, 90%; Class Presentation 10%.

**ACG5097 PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY**

**Campus** City Flinders

**Prerequisite(s)** Nil

**Content** This subject 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 new developments in the field such as reputation management, cause marketing 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 subject 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.


**Class Contact** 2 hours per week over 12 week semester.

**Assessment** Essay (2000 words) 40%; Campaign Review comprising Written Report (2000 words) 40% and Professional Presentation 20%.

**ACG5098 MANAGING PUBLIC RELATIONS CAMPAIGNS**

**Campus** City Flinders

**Prerequisite(s)** *Public Relations Writing, Professional Public Relations For The 21st Century*,

**Content** This subject focuses on theory and management of public relations campaigns. Students are also exposed critically to a range of public relations campaigns, 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 of 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 practiced.


**Class Contact** 2 hours per week over 12 week semester.

**Assessment** Research report (2000 words) 40%; Campaign Plan (2000 words) 40%, Professional Presentation 20%.

**ACG5099 PUBLIC RELATIONS WRITING**

**Campus** City Flinders

**Prerequisite(s)** Nil

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


**Class Contact** 2 hours per week over 12 week semester

**Assessment** Portfolio of Written Work (2000 words) 50%, Media Campaign Plan and Kit (2000 words) 50%

### ACG5100 ETHICS AND REGULATIONS IN COMMUNICATIONS

**PRACTICE**

**Campus** City, Flinders

**Prerequisite(s)** Nil

**Content** This subject 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.

**Required Reading** Ethics And Regulation In Communications Practice Book of Readings; Bivins, Thomas, 2003 Mixed media: moral distinctions in advertising, public relations, and journalism, L. Erlbaum Associates.


**Class Contact** 2 hours per week over 12 week semester

**Assessment** Legal exercises (4 @ 500 words) 50%, Essay theorising, applying and evaluating ethical practice in PR (2000 words) 50%

### ACG6020 MINOR THESIS (PART-TIME)

**Campus** City and/or St Albans.

**Prerequisite(s)** Stage 1 (Grad Dip) of Graduate Program in Communication or Communication (Public Relations)

**Content** This is a compulsory component in the MA in Communication, Stage 2. 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.

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

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

**Assessment** Work equivalent to 15,000 words, 100%.

### ACR1000 RESEARCH (FULL-TIME)

This subject provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis.

### ACR1001 RESEARCH (PART-TIME)

This subject provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis.

### ACV1001 BASIC VIETNAMESE A

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** As an introduction to the Vietnamese language and culture, Basic Vietnamese A is designed for students with no (or very little) previous knowledge of Vietnamese. It provides students with a foundation in pronunciation and grammar, a range of vocabulary, and a basic conversational ability through an interactive and communication-oriented approach. Students will use all skills but the emphasis is on the development of listening and speaking skills. In addition, students are introduced to basic information regarding the society of Vietnam. The cultural aspects of the language are an integral part of the subject.

**Required Reading** Vietnamese Reader and Handouts.


**Class Contact** Four hours per week for one semester, comprising two two-hour seminars.

**Assessment** Weekly assignments, 40%; Mid-semester test, 20%; End-of-semester examination (oral and written), 40%

### ACV1002 BASIC VIETNAMESE B

**Campus** Footscray Park

**Prerequisite(s)** Normally ACV1001 or equivalent language level

**Content** This subject, which is the continuation of ACV1002 Basic Vietnamese A, 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.
ACV2001 INTERMEDIATE VIETNAMESE A

Campus Footscray Park
Prerequisite(s) ACV1002 or equivalent language level

Content This subject is a continuation of ACV1001 and ACV1002. It is designed for the 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.

Required Reading Vietnamese Reader and Handouts.


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

Assessment Weekly in-class exercises, 40%; Mid-semester test, 20%; End-of-semester examination (oral and written), 40%

ACV2002 INTERMEDIATE VIETNAMESE B

Campus Footscray Park
Prerequisite(s) ACV2001 or equivalent language level

Content This subject provides continued development of skills attained in ACV2001 Intermediate Vietnamese A. It continues to emphasize 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 subject, students will be able to express themselves with confidence on a wide range of subjects.

Required Reading Vietnamese Reader and Handouts.


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

Assessment Weekly in-class exercises, 40%; Mid-semester test, 20%; End-of-semester examination (oral and written), 40%

ACV3001 VIETNAMESE CULTURE AND SOCIETY

Campus Footscray Park
Prerequisite(s) Nil

Content This subject 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 organizing 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 Vietnamese community in Australia. Topics to be addressed include history, politics, religions, customs, the dialogue between community-oriented attitude and individualism or the Vietnamese conception of the Self, food and styles of eating, the gendered models of virtue, family structure and the role of women, verbal and non-verbal communication, and views of body and beauty.


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

Assessment Film/book review 20%; Essay 40% and End-of-semester examination, 40%

ACV3002 VIETNAM; GLOBALISATION, DIASPORA AND IDENTITY

Campus Footscray Park
Prerequisite(s) Nil

Content This subject is designed to introduce students to contemporary Vietnamese culture and society, particularly since the end of the Vietnam War (1975) after which Vietnam has 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, the 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.

Required Reading To be advised by lecturer.

ACV3011 VIETNAMESE FOR BUSINESS
Campus Footscray Park
Prerequisite(s) ACV2002 or equivalent language level
Content Through a close reading of various texts including advertisements, business correspondence, commercial documents, newspaper items and magazine articles, this subject is intended to strengthen students’ linguistic and cultural base. It aims to enhance their ability in comprehending and writing Vietnamese and to familiarize students with aspects of contemporary Vietnamese society, especially in relation to business organizations and practices. It will also prepare students who wish to work in a Vietnamese-speaking business environment.
Required Reading To be advised by lecturer.
Class Contact Three hours per week for one semester, comprising one two-hour lecture and one one-hour tutorial.
Assessment In-class exercises, 30%; Essay, 40%; End-of-semester examination, 40%.

ACV3012 VIETNAMESE FOLKLORE
Campus Footscray Park
Prerequisite(s) ACV3011 or equivalent language level
Content Designed for students who have already completed a two year Beginners stream or three years of high school Vietnamese or obtained some equivalent qualifications, this subject 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.

ACV3021 VARIATION AND CHANGE IN THE VIETNAMESE LANGUAGE
Campus Footscray Park
Prerequisite(s) ACV3012 or equivalent language level
Content This subject 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’ familiarization 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.
Class Contact Three hours per week for one semester, comprising one one-hour lecture and one two-hour seminar.
Assessment In-class exercises, 30%; Essay, 30%; End-of-semester examination, 40%.

ACV3022 VIETNAMESE FILM AND MEDIA
Campus Footscray Park
Prerequisite(s) ACV3012 or equivalent language level
Content This subject 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.
Required Reading Bui Duc Tinh (1992), Nhung Boc Duc Cua Bao Chi, Tieu Thuyet va Tho Moi, Ho Chi Minh City: Nha Xuat Ban Tp. HCM.
Class Contact Three hours per week for one semester, comprising one one-hour lecture and one two-hour seminar.
Assessment Film review, 30%; Essay, 30%; End-of-semester examination, 40%.
ACV3031 SURVEY OF VIETNAMESE LITERATURE

Campus: Footscray Park
Prerequisite(s): ACV3012 or equivalent language level
Content: This subject aims to introduce students to the development of Vietnamese literature from the beginning to the present. It explores the origins and development of Vietnamese literature as seen in the principal works of representative authors. Particular attention will be given to the poems and novels written by Nguyen Du (1766-1820), Ho Xuan Huong (19th century), Tu Luc Literary Group and the New Poetry movement in the 1930s. Emphasis is also placed on the reinforcement of students' language skills, appreciation of culture and understanding of literary culture in Vietnam. Conducted in Vietnamese.


Class Contact: Three hours per week for one semester, comprising one one-hour lecture and one two-hour seminar.
Assessment: Film or book review, 30%; Essay, 30%; End-of-semester examination, 40%.

ACV3032 SPECIAL TOPICS IN VIETNAMESE LITERATURE

Campus: Footscray Park
Prerequisite(s): ACV3012 or equivalent language level
Content: This subject aims to continue improving students' pronunciation, to further develop their skills in listening and speaking on a wider range of practical topics, and to expand their vocabulary and knowledge in Chinese grammar. They will also be equipped with some Chinese word-processing skills.


Class Contact: Three hours per week for one semester, comprising one one-hour lecture and one two-hour seminar.
Assessment: Film or book review, 30%; Essay, 30%; End-of-semester examination, 40%.

ACZ1001 CHINESE 1A

Campus: Footscray Park.
Prerequisite(s): Nil.
Content: This subject gives students a general introduction to the Chinese language and helps them lay a basic foundation in Chinese pronunciation, vocabulary and grammar. They will learn pinyin (the romanised Chinese phonetic system) with four tones and tonal changes in different combinations, and the most basic spoken and written Chinese on a limited number of everyday topics. They will also learn how to use a bilingual dictionary. Computer-aided learning methodology highlights the Chinese language course at the first-year beginners’ levels (ACZ1001 and ACZ1002) - students have easy access to an interactive multimedia Touch Screen Program developed as a companion to the supplementary textbooks compiled at Victoria University, Spoken Chinese (1 & 2), to assist students in learning and practicing aural-oral Chinese.

Required Reading: Readings will be made available and include excerpts from recommended readings and additional readings. These readings will be reviewed and updated on a regular basis.


Class Contact: Two 2-hour sessions per week for one semester.
Assessment: Assignments, 30%; mid-term tests – oral-aural 15%, written 15%; final exams – oral-aural 20%, written 20%.

ACZ1002 CHINESE 1B

Campus: Footscray Park.
Prerequisite(s): ACZ1001 or its equivalent.
Content: This subject aims to improve students’ pronunciation, to further develop their skills in listening and speaking on a wider range of practical topics, and to expand their vocabulary and knowledge in Chinese grammar. They will also be equipped with some Chinese word-processing skills.

Required Reading: Readings will be made available and include excerpts from recommended readings and additional readings. These readings will be reviewed and updated on a regular basis.


Class Contact: Two 2-hour sessions per week for one semester.
Assessment: Assignments, 30%; mid-term tests – oral-aural 15%, written 15%; final exams – oral-aural 20%, written 20%.

ACZ2001 CHINESE 2A

Campus: Footscray Park.
Prerequisite(s): ACZ1002 or its equivalent.
Content: This subject aims to continue improving students’ four language skills. Students’ vocabulary will be expanded, including set phrases and idioms. Their speaking and reading ability will be enhanced through the learning of more complex structural patterns in common and routine situations without much deviation from normal and standard manner or content.

Required Reading: Readings will be made available and include excerpts from recommended readings and additional readings. These readings will be reviewed and updated on a regular basis.

ACZ2002 CHINESE 2B

Campus Footscray Park.

Prerequisite(s) ACZ2001 or its equivalent.

Content This subject continues to improve students’ four communication skills in a systematic manner. Their reading and writing ability will be further enhanced through the learning of commonly used terminology and formats in certain practical Chinese writing such as personal letters and different types of informal notes. Upon the successful completion of their study at this level, they should also be able to cope with simple everyday situations in oral Chinese.

Recommended Reading Readings will be made available and include excerpts from recommended readings and additional readings. These readings will be reviewed and updated on a regular basis.

Required Reading Readings will be made available and include excerpts from recommended readings and additional readings. These readings will be reviewed and updated on a regular basis.

ACZ3001 CHINESE 3A

Campus Footscray Park.

Prerequisite(s) ACZ2002 or its equivalent.

Content This subject aims to improve student’s listening and reading comprehension and enhance their speaking and writing competence. Besides semantic and syntactic contents through textbook(s), students will be introduced to writings from Chinese newspapers, magazines and/or other kinds of material addressed to the general reader/viewer in Chinese as supplementary teaching materials.

Required Reading Readings will be made available and include excerpts from recommended readings and additional readings. These readings will be reviewed and updated on a regular basis.


Class Contact Two 2-hour sessions per week for one semester.

Assessment Assignments, 20%; mid-term tests – oral-aural 15%, written 15%; final exams – oral-aural 20%, written 30%.

ACZ3002 CHINESE 3B

Campus Footscray Park.

Prerequisite(s) ACZ3001 or its equivalent.

Content This subject will further improve student’s listening and reading comprehension and enhance their speaking and writing competence. It aims at preparing students to communicate in Chinese with sophistication and to use the language in professional and/or academic contexts. Chinese writings and/or multimedia material will continue to be used as supplementary teaching materials. Students are expected to contribute to discussions on Chinese-related issues in Chinese, both orally and in writing.

Required Reading Readings will be made available and include excerpts from recommended readings and additional readings. These readings will be reviewed and updated on a regular basis.


Class Contact Two 2-hour sessions per week for one semester.

Assessment Assignments, 20%; participation, 10%; exams - oral-aural 20%, written 30%; term paper, 20%.

ACZ3011 CHINESE PEOPLE AND BELIEFS

Campus Footscray Park.

Prerequisite(s) ACZ3002 or its equivalent.

Content This subject combines language learning with the examination of Chinese movies and short stories. Emphasis is given to selected multimedia materials and literary texts in the post-1978 era. It aims to expose students to the socio-cultural contexts in which the Chinese language is in current day-to-day use, including colloquial and regional language use, both verbal and non-verbal, and in formal and informal scenarios. Students will have a general understanding of the main features of Chinese cinema and literature (particularly in the period specified) as well as an overall improvement in their actual language competence.

Required Reading Readings will be made available and include excerpts from recommended readings and additional readings. These readings will be reviewed and updated on a regular basis.


Class Contact Two 2-hour sessions per week for one semester.

Assessment Two essays of 1000 Chinese characters, 40%; one semester paper: 10-minute oral presentation, 30%; one end of semester written examination, 30%.

ACZ3012 CHINESE FILM AND STORIES

Campus Footscray Park.

Prerequisite(s) ACZ3002 or its equivalent.

Content This subject combines language learning with the examination of Chinese movies and short stories. Emphasis is given to selected multimedia materials and literary texts in the post-1978 era. It aims to expose students to the socio-cultural contexts in which the Chinese language is in current day-to-day use, including colloquial and regional language use, both verbal and non-verbal, and in formal and informal scenarios. Students will have a general understanding of the main features of Chinese cinema and literature (particularly in the period specified) as well as an overall improvement in their actual language competence.

Required Reading Readings will be made available and include excerpts from recommended readings and additional readings. These readings will be reviewed and updated on a regular basis.


Class Contact Two 2-hour sessions per week for one semester.

Assessment Essay and oral presentation 30%; term paper 30%; examination 30%; participation 10%.
ACZ3021 CHINESE LANGUAGE AND SOCIETY
Campus Footscray Park.
Prerequisite(s) ACZ3002 or its equivalent.
Content This subject will introduce students to a variety of Chinese reading texts and audio-visual materials, which allow students to further explore the historical development and the stylistic variation of the Chinese language and the characteristics of the Chinese society in general. This subject also aims at an interdisciplinary training in helping students to understand the co-relation between language and society, and use the knowledge in a research project.
Required Reading Readings will be made available and include excerpts from recommended readings and additional readings. These readings will be reviewed and updated on a regular basis.
Recommended Reading Nil
Class Contact Two 2-hour sessions per week for one semester
Assessment Two essays of 1000 Chinese characters 40%; one semester paper: 10-minute oral presentation 30%; one end of semester written examination 30%.

ACZ3022 SURVEY OF CHINESE LITERATURE
Campus Footscray Park.
Prerequisite(s) ACZ3002 or its equivalent.
Content This subject gives students a guided introduction to the major developments of Chinese literature from its inception to the present. Through a survey of representative authors and selected works, students will a) acquire more advanced linguistic and cultural knowledge and further improve their language and inter-cultural communication skills; b) get an overview of the key development stages of Chinese literature with a general understanding of the relevant historical, socio-political and cultural events; and c) be able to appreciate some literary tradition and contemporary notions. Students are expected to read materials written in scholarly language and to produce research reports in Chinese on specific topics, both orally and in writing.
Required Reading Readings will be made available and include excerpts from recommended readings and additional readings. These readings will be reviewed and updated on a regular basis.
Class Contact Two 2-hour sessions per week for one semester
Assessment Essay and oral presentation 30%; term paper 30%; examination 30%; participation 10%.

APA4002 EVALUATION RESEARCH METHODS
Campus St Albans
Prerequisite(s) Admission to a graduate award course, and consent of course leader.
Content This subject 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.
Required Reading To be advised by lecturer.
Class Contact Two hours per week for one semester.
Assessment Meta-evaluation, 35%; evaluation proposal, 55%; participation, 10%. (Subject to change).

APCS101 RESEARCH PROJECT 1
Campus St Albans
Prerequisite(s) Admission to Master of Psychology course
Content: Steps towards developing a research proposal, and how to conduct and write a literature review will be outlined. Research supervision will guide students in carrying out these steps in relation to their own research projects. A range of models and methods of research design and analysis will be presented with opportunities for critical discussion and evaluation of these methods. Methods of sampling and data collection and their relation to experimental, quasi-experimental and observational designs are examined with special attention to multivariate designs. Advanced methods in quantitative and qualitative approaches to data analysis using computer packages will be covered in class.
Class Contact Fortnightly one-hour supervision and one 1.5 hour class per fortnight for one semester
Assessment All assessment tasks will be assessed as Pass or Fail Statistical methods tests: A rationale and description of statistical procedures (including power analysis if appropriate) to be used for their research project – due at the end of Sem 1. A full research proposal – due at the end of Sem 1. Research Ethics Application – due at the beginning of Sem 2. Due at the end of Sem 2 – a 3000 word literature review and study rational M Psych candidates only – or a 3000 – 4000 word literature review, study rationale, method, and data analysis proposal for conversion to D Psych research project.

PCS102 RESEARCH PROJECT 2
Campus St Albans
Prerequisite Satisfactory completion of Research Project 1
Content: Research supervision will guide students in carrying out their research project and in continuing to refine their skills in writing critical appraisals of the relevant literature. Classes will provide structured opportunities to gain experience in statistical techniques relevant to students’ specific research.
Recommended Reading As determined by the specifics of the student’s research project
Class Contact Fortnightly individual supervision for .5 hour and one 1.5 hour class per fortnight for one semester
Assessment Assessment tasks will be Ungraded Pass or Fail A comprehensive literature review of 5000-6000 words – due end of semester 2 A rationale and method chapter – due end of Semester 2 Presentation of research project – to be scheduled during Semester 2 Students meeting the requirements may submit an application to advance to the Doctor of Psychology program
APCS103 CLINICAL SKILLS 1

Campus St. Albans
Prerequisite Admission to the Masters of Psychology course
Content This subject will include an introduction to basic clinical assessment techniques, including observations, interviews, history taking and test administration in regard to children, adolescents and adults. General cognetive tests WAISIII, WISCIV, WMSR, WMSIII, WRAML and tests of educational achievement will be covered. The principles of formal personality assessment will be introduced
Class contact 1 hour seminar and 1 two hour workshop per week for one semester
Assessment The 2 components of assessment will be ungraded – Pass or Fail
1. Following each Observation Session students will be required to submit a brief report (300 to 500 words) on that aspect of the assessment so that by the conclusion of the observed sessions for each client observed (n=2) they will have produced a full report.
2. Students will be required to conduct a cognitive assessment of a child and an adult and submit reports of these 2 non-clinical cases.

APCS104 CLINICAL SKILLS 2

Campus St. Albans
Prerequisite Satisfactory completion of Clinical Skills 1
Content The focus of this unit will be on further development of skills in regard to assessment techniques, administration of specialized tests, and assessment of various client groups across the lifespan. Communication skills for clinical practice and report writing will be covered.
Required Reading Reading Pack Clinical Skills 2
Recommended Reading To be advised
Class Contact: One 1 hour seminar and one 2 hour workshop per week for one semester
Assessment: Assessment for this unit of study is ungraded – Pass or Fail Submission of results and interpretation of one Rorschach administration and one TAT administration. Submission of one written report of a full assessment in 2 forms (further discussion of this requirement will occur in class).

APCS105 CLINICAL EXPERIENCE AND PRACTICUM 1

Campus St. Albans
Prerequisite Admission to Masters of Psychology course
Content This subject will introduce students to the Victoria University Psychology Clinic (VUPC) including the use and videocing of Clinical Consultations. An introduction to clinical practice will be provided via observation of cases referred to VUPC and case presentations. Cases referred to the Clinic will be allocated to students and they will begin their supervised clinical experience.
Required Reading Reading Pack Clinic Experience and Practicum Victoria University Psychology Clinic Manual Clinical Psychology Placement Manual or Clinical Neuropsychology Handbook (as appropriate)
Recommended Reading As advised by supervisor
Class Contact One 1 hour seminar and one 1.5 hour workshop per week for one semester. In addition, from Week 8 students will commence their first placement in the Psychology Clinic and will undertake an average of 2.5 hour per week of face to face client assessment.

Assessment Assessment for this subject is ungraded Pass or Fail One written report of an assessment of a client assessment conducted in the Psychology Clinic – due within 3 weeks of the end of semester. Presentation of case material in supervision. Entry of own client data in Victoria University Psychology Clinic database.

APCS106 CLINIC EXPERIENCE AND PRACTICUM 2

Campus St Albans
Prerequisite Satisfactory Completion of Clinic Experience and Practicum 1
Content This subject provides students with opportunities to continue practical consolidation of clinical skills in the Victoria University Psychology Clinic. Case presentations and individual and group supervision will facilitate further development of problem solving and communication skill around clinical assessment.
Required Reading As for Clinic Experience and Practicum 1
Recommended Reading As advised by supervisor
Class Contact One 1 hour seminar and one 1.5 workshop per week for one semester
Assessment The assessment for this unit of study is ungraded – Pass or Fail. One written report of an assessment of a client assessment conducted in the Psychology Clinic – due within 3 weeks of the end of semester. Presentation of case material in supervision Entry of own client data in Victoria University Psychology Clinic database.

APCS107 PROFESSIONAL PRACTICE ISSUES 1

Campus St. Albans
Prerequisite Satisfactory completion of Clinical Skills 1
Content This subject will include an introduction to basic clinical assessment techniques, including observations, interviews, history taking and test administration in regard to children, adolescents and adults. General cognetive tests WAISIII, WISCIV, WMSR, WMSIII, WRAML and tests of educational achievement will be covered. The principles of formal personality assessment will be introduced
Required Reading Reading Pack Professional Practice Issues 1
Recommended Reading As advised throughout the seminar
Class Contact One 90 minute seminare per fortnight for one semester
Assessment: Completion of exercises related to ethical dilemmas in clinical practice In class tests of ethical knowledge

APCS108 PROFESSIONAL PRACTICE ISSUES 2

Campus St. Albans
Prerequisite Satisfactory completion of Professional Practice Issues 1
Content Clinical work from the perspective of several cultures as represented by migrant and indigenous communities in Victoria will be considered. Cultural values and expectations in the area of health care will be explored. The impact of language barriers on clinical work and appropriate use of accredited interpreters will also be included in these seminars.
Required Reading Reading Pack Professional Practice 2
Recommended Reading To be advised
Class Contact One 1.5 hour seminar per fortnight
Assessment Assessment for this subject is ungraded Pass or Fail Completion of class exercises related to cultural issues

APCS109 GROUP PROCESS

Campus
Prerequisite Admission to Masters of Psychology course
Content Theoretical frameworks for understanding processes in groups will be presented. The main theoretical emphases are on psychoanalytical and systems-based approaches. Students will be
provided with an experience of the issues discussed in the literature by participation in a study group, which has the task of analysing its own processes as they occur.


**Recommended Reading** To be advised

**Class Contact** One 90 minute seminar/study group per week for one semester

**Assessment** Weekly journal record of the study group (30%) ; Essay (approx 2500 words) 70%

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### APCS110 OBSERVATIONAL METHOD 1

**Campus** St. Albans

**Prerequisite** Satisfactory completion of all Year 1 semester 1 units of study

**Content** The subject will include discussion of major theoretical frameworks for understanding individual and family development in the context of a new baby coming into the family. Principles involved with observation (confidentiality, minimal intrusion, observer effects, recording observations) will be discussed. The focus of the subject is infancy and there will be a review of early developmental stages, parent-infant relationships and the family and social contexts for the new family constellation. As well as participation in seminars students will undertake a practical intensive experience of longitudinal observation of infant and infant-parent interaction

**Required Reading** Reading Pack Observational Methods 1 – Infancy Readings

**Recommended Reading** To be advised

**Class Contact** One hour seminar per week and one hour of fieldwork involving weekly observation of a family with a neonate for one semester

**Assessment** Assessment for this unit of study is ungraded – Pass or Fail. Submission of a log-book of weekly observations. A 1000 word report of the observation experience

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### APCS111 INTRODUCTION TO CLINICAL PSYCHOPATHOLOGY AND NEUROPSYCHOLOGY

**Campus** St. Albans

**Prerequisite** Admission to Masters of Psychology course

**Content** The history, social context and rationale of the concept of psychopathology and psychopathological classification will be presented. There will be a critical examination of the relevance of current commonly used psychological classifications (DSM-ICD-TR and ICD-10) to clinical practice. Child and adult disorders according to DSMIC-TR and the principles of developing a diagnostic formulation will be presented. The theoretical framework of clinical neuropsychology and basic aspects of its practice will be introduced. Neuropsychological syndromes, language and cognitive functioning are discussed from the brain-behaviour relationship framework of neuropsychology.


**Class Contact** Two 1.5 seminars per week

**Assessment** Examination 70%, 3 x tests – diagnosis exercises 30%

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### APCS112 CLINICAL THEORIES 1

**Campus** St. Albans

**Prerequisite** Satisfactory completion of all Year 1 semester 1 units of study

**Content** This subject will involve the presentation and discussion of the main components of psychoanalytic theory and a review of the current empirical status of psychodynamic theories especially in terms of their contribution to evidence based practice. There will also be consideration of the applicability of the various theories in clinical assessment and intervention. Three of the major therapeutic approaches Psychodynamic, Family Systems, and Cognitive Behaviour Therapy will be compared and contrasted. The subject will examine the phenomena of psychiatric disorders and explore the concept of psychological change and the aims of rehabilitation and therapeutic intervention.


**Recommended Reading** To be advised

**Class Contact** Two 1.5 seminars per week

**Assessment** One 3000 word essay – Graded 100%

Submission of CBT case formulation and treatment plan – Ungraded Pass or Fail Seminar presentations – Ungraded Pass or Fail

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### APCS113 NEUROANATOMY

**Campus** St. Albans

**Prerequisite** Admission to Masters of Psychology - Clinical

**Content** Presentation and discussion of, head and neck anatomy, the skin, the meninges, internal compartments, the spinal cord, autonomic and peripheral nervous systems, cranial nerves, neural pathways, microsopic anatomy, basal ganglia, mid-brain, medulla, cerebellum, arterial venous supply, CSF and its flow, cerebrum, major pathways, topography, neuroembryology, physiological aspects of neuroanatomy, limbic systems


**Recommended Reading** To be advised

**Class Contact** One three hour seminar per week for one semester

**Assessment** Practical examination – 30%; Written theory examination 70%

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### APCS114 NEUROPSYCHOLOGY OF CHILDHOOD

**Campus** St. Albans

**Prerequisite** Satisfactory completion of all semester units of study in the Master of Psychology – Clinical Neuropsychology program

**Content** This subject covers human brain development and neuropsychological disorders, conceptual and methodological issues in infancy and childhood, memory and learning, learning difficulties, learning disabilities, normal and abnormal attention development, attention deficit disorder, epilepsy in childhood, traumatic brain injury in childhood, intellectual disability, childhood psychopathology.

**Required Reading** Neuropsychology of Childhood reading pack
Campus artery stroke syndromes, cortical dementias, subcortical dementias cerebral artery syndromes, vertebrobasilar and posterior cerebral presentations, middle cerebral artery stroke presentations, anterior neurology examination, stroke - overview of the clinical

Content
Prerequisite
Assessment

APC6116 NEUROPSYCHOLOGY SYNDROMES AND CLINICAL NEUROLOGY
Campus St. Albans
Prerequisite(s) Satisfactory completion of all semester 1 units of study in the Master of Psychology-Clinical Neuropsychology program
Content Spinal cord and its neurological disorders, the clinical neurology examination, stroke - overview of the the clinical presentations, middle cerebral artery stroke presentations, anterior cerebral artery syndromes, vertebrobasilar and posterior cerebral artery stroke syndromes, cortical dementias, subcortical dementias aphasic syndromes, overview of amnesic syndromes in adults, Wernicke-Korsakoff syndrome and alcohol related brain damage, hypoxic brain damage, encephalopathies, demyelinating conditions, neoplastic disorders, traumatic brain injury.
Required Reading Reading Pack, Neuropsychological Syndromes
Class Contact One two hour seminar and one 1.5 seminar per week for one semester
Assessment Short Essay(1500 words) – 20%; two written examinations – 80%

APC6101 RESEARCH PROJECT 3A
Campus: St Albans
Prerequisite Satisfactory completion of Research Project 2
Content Individual supervision will provide guidance on conducting clinical research and the literature in the student’s area of research. Practical problems that arise in regard to data analysis will be addressed through workshops
Required Reading: Individual research supervision
Recommended Reading To be advised
Class Contact One .5 hour per fortnight of individual supervision
Assessment Demonstrated progress on their research by monthly progress reports to supervisor and one class presentation- Ungraded Pass or Fail

APC6102 RESEARCH PROJECT 4A
Campus: St Albans
Prerequisite Satisfactory completion of Research Project 3A
Content Students will receive individual supervision and workshops will provide practical assistance for any problems that arise with data analysis and interpretation.
Required Reading To be advised
Recommended Reading: To be advised
Class Contact Individual supervision of one hour per fortnight for one semester and a 1 hour workshop per fortnight
Assessment The student’s research is reported in a thesis of 5000 words that my be presented in either traditional thesis format or in journal article format.

APC6103 RESEARCH PROJECT 3B
Campus St Albans
Prerequisite(s)
Content Individual supervision will provide guidance on the expansion of the project and re-submission to Ethics committees if required.
Required Reading To be advised
Recommended Reading To be advised
Class Contact One .5 hour per fortnight of individual supervision
Assessment: Demonstrated progress on their research by monthly progress reports to supervisor – Ungraded Pass or Fail

APC6104 RESEARCH PROJECT 4B
Campus St. Albans
Prerequisite Satisfactory completion of Research Project 3B
Content Individual supervision will provide guidance on conducting the clinical research and the literature in relation to the student’s area of research. Practical problems that arise in regard to data analysis will be addressed in workshops.
Required Reading: To be advised
Recommended Reading To be advised
Class Contact One 1 hour individual supervision per fortnight and one 1.5 hour workshop per fortnight
Assessment: Demonstrated progress on their research by monthly progress reports to supervisor and one class presentation- Ungraded pass or fail

APC6105 CLINICAL THEORIES 2
Campus St. Albans
Prerequisite Satisfactory completion of Clinical Theories 1
Content This subject includes an examination of the main components of psychoanalytic theory and subsequent elaborations in psychodynamic theories
Presentation of an historical overview of the development of current psychodynamic theories an understanding of the development of current psychodynamic theories, their empirical foundations, their cultural and societal contexts and their application in clinical assessment and psychotherapy.
The current empirical status of psychodynamic theories will be reviewed in terms of their contribution to evidence based practice.
Examination of the phenomenology of anxiety, depression, schizophrenia, personality disorder and psychophysiological disorders
Required Reading Reading Pack Clinical Theories 2
Class Contact Two 1.5 hour seminars per week
Assessment 2 seminare presentations – ungraded
Essay 100%

APC6106 CLINICAL THEORIES 3
Campus St. Albans
Prerequisite Satisfactory completion of Clinical Theories 2
Content The subject involves an examination of varieties of family systems theory and the principles of their application to work with whole families and group psychotherapy are discussed. Theories informing the practice of group psychotherapies and the application of psychodynamic principles to work with couples are covered.
There is an examination of the practicalities of negotiating and reviewing goals among the participants in shared psychotherapy.

**Required Reading:** Reading Pack Clinical Theories 3

**Recommended Reading**

**Class Contact** Two 1.5 hour seminars per week for one semester

**Assessment** One class presentation – ungraded Pass or Fail

One 2000 word essay 100%

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**APC6107 OBSERVATIONAL METHOD 2: CHILDHOOD**

**Campus** St. Albans

**Prerequisite** Satisfactory completion of Observational Method 1: Infancy

**Content** This subject will present theoretical frameworks for understanding the phases of childhood. The role of family processes in child development and the influence of peer relationships on that development will be examined. There will also be consideration of how educational, community and cultural milieus facilitate development in childhood. Students will undertake observations of normal adolescents at critical stages of development in natural, non-clinical settings.

**Required Reading** Reading Pack Observational Method - Childhood Readings

**Recommended Reading** To be advised

**Class Contact** One hour seminar per week for one semester; 5 naturalistic observations of children

**Assessment** Log Book of observations and commentaries – Ungraded Pass or Fail

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**APC6108 OBSERVATIONAL METHOD 3: ADOLESCENT AND ADULTHOOD**

**Campus** St. Albans

**Prerequisite** Satisfactory completion of Observational Method 2: Childhood

**Content** This subject will present theoretical frameworks for understanding the phases of adolescents and adulthood. The role of the peer group and the family in influencing adolescent development and the barriers and opportunities with educational community, media and occupational environments that are presented to adolescents will be discussed. Students will undertake observations of normal adolescents at critical stages of development in different settings – the family home, in a public place and at school. Field observations of groups of older adults will be undertaken in settings such as a retirement village function, senior citizens meeting, bowls clubouse function and also an observation in a special accommodation or hospice situation.


**Class Contact** One hour seminar per week for one semester, four observations of adolescents and two observations of older adults during the semester.

**Assessment** Log Book of observations and commentaries – Ungraded Pass or Fail

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**APC6109 CLINICAL EXPERIENCE AND PRACTICUM 3**

**Campus** St. Albans

**Prerequisite** Satisfactory completion of all Year 1 units of study

**Content** Students will undertake a second clinical field placement, which will provide supervised clinical experience in a different external agency. There will also be continuing supervised work with clients referred to the Victoria University Psychology Clinic. Case presentations/discussions and observations of clinical assessments will provide further opportunity for extending clinical experience.

**Required Reading** Reading Pack Clinic Experience and Practicum

Victoria University Psychology Clinic Manual

Clinical Psychology Placement Manual or Clinical Neuropsychology Handbook (as appropriate)

**Recommended Reading** To be advised

**Class Contact** Two hours per week comprising small and large group supervision; one hour per fortnight of individual supervision

**Assessment** Assessment for this unit of study is ungraded Pass or Fail

One Victoria University Psychology Clinic report

Presentation of clinic material in individual, small and large group supervision

Entry of own client data in Psychology Clinic database

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**APC6110 CLINICAL EXPERIENCE AND PRACTICUM 4**

**Campus** St Albans

**Prerequisite** Satisfactory completion of Clinic Experience and Practicum 3 and satisfactory completion of all other Year 2 Semester 1 units of study or concurrent enrolment in those subjects.

**Content** Students will continue their second clinical field placement and their supervised work with clients referred to the Victoria University Psychology Clinic. Case presentations/discussions and observation of clinical assessments will provide further opportunity for extending clinical experience.

**Required Reading** To be advised

**Recommended Reading** To be advised

**Class Contact** Students will complete the two days per week for twenty weeks (clinical psychology) or two days per week for fifteen weeks (clinical neuropsychology) commenced in Semester 1 (Practicum 3) in the field workplace and receive weekly supervision by the appointed placement supervisor.

Fortnightly individual supervision and small and large group supervision will continue for clinical work in the Victoria University Psychology Clinic.

**Assessment** Assessment for this subject will be ungraded – Pass or Fail

Weekly log book and report from the field supervisor. Case presentations in small and large group supervision

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**APC6111 CLINICAL PSYCHOLOGY SKILLS 1**

**Campus** St. Albans

**Prerequisite** Satisfactory completion of all Year 1 units of study

**Content** This subject will cover referral processes, strategies for differential diagnostis, case formulations and recommendations for various interventions. Further specialized clinical techniques will be introduced and advanced cognitive assessment and test administration will be covered as well as assessment in different settings. There will be focus on various aspects of assessment and intervention including differential diagnosis and co-morbidity, transition from assessment to intervention and planning, maintaining, and concluding psychotherapy.

**Required Reading** Reading Pack Clinical Psychology Skills 1
Recommended Reading As advised throughout the year
Class Contact One 2.5 hour workshop per week for one semester
Assessment: Assessment for this subject is ungraded Pass or Fail
Submission of assessment reports. Completed class exercises related to diagnosis, treatment planning

APC6112 CLINICAL PSYCHOLOGY SKILLS 2
Campus St. Albans
Prerequisite Satisfactory completion of Clinical Psychology Skills 1
Content This subject will present specialized clinical assessment techniques. Clinical decision making (especially in relation to intervention goals) through the integration of interpretations of observation, test and interview data will be discussed. Psychotherapeutic intervention skills for interpersonal modes of therapy –family, couple and group psychotherapy will be covered and crisis intervention skills will be examined.
Required Reading Reading Pack Clinical Psychology Skills 3
Recommended Reading To be advised
Class Contact One 2.5 hour workshop per week
Assessment Submission of a written report of a therapeutic intervention – ungraded Pass or Fail

APC6113 PROFESSIONAL PRACTICE ISSUES 3
Campus St. Albans
Prerequisite Satisfactory completion of Professional Practice Issues 2
Content The subject involves an examination of the aims of teamwork in clinical settings. A history of teamwork is presented. The benefits and drawbacks of multidisciplinary teams and their effectiveness are discussed. Group processes in teams and professional leadership are also examined.
Required Reading Reading Pack Professional Practice Issues 3
Recommended Reading To be advised
Class Contact One hour seminar per week for one semester
Assessment Class exercises – Ungraded Pass or Fail

APC6114 PROFESSIONAL PRACTICE ISSUES 4
Campus St Albans
Prerequisite Satisfactory completion of Professional Practice Issues 3
Content This subject will present an overview of clinical psychology or clinical neuropsychology work in various systems and will focus on the interaction that occurs between systems. There will be discussion of requirements for the various roles clinical psychologists or clinical neuropsychologists might wish to take up and consideration of ongoing professional development and self-care.
Required Reading Reading Pack Professional Practice Issues 4
Recommended Reading To be advised
Class Contact One hour per fortnight for one semester
Assessment Class Presentation – Ungraded Pass or Fail

APC6115 NEUROPSYCHOLOGY OF ADOLESCENCE AND EARLY ADULTHOOD
Campus St Albans
Prerequisite Satisfactory completion of all year 1 units of study in the Masters of Psychology – Clinical Neuropsychology program
Content Models in neuropsychology – overview, clinical-anatomical, cognitive neuropsychology; neuropsychological toxicology; epilepsy; schizophrenia; traumatic brain injury.
Class Contact One 2 hour seminar per week for one semester
Assessment Critical commentary on case vignette – 30%; written examination – 70%

APC6116 NEUROPSYCHOLOGY OF ADULTHOOD
Campus St Albans
Prerequisite(s) Satisfactory completion of all year 2 semester 1 subjects in the M Psych or D Psych Clinical Neuropsychology program
Content Neuropsychiatric disorders, degenerative disorders, metabolic disorders, stroke disorders.
Required Reading Reading pack for Neuropsychology of Adulthood
Recommended Reading To be advised
Class Contact To be advised
Assessment: Seminar paper- 30%; written examination 70%

APC6117 CHILD AND ADOLESCENCE REHABILITATION
Campus St Albans
Prerequisite(s) Satisfactory completion of all year 1 subjects in the Master of Psychology – Clinical Neuropsychology program
Content Neurobiological and psychological aspects of recovery of function after brain injury, basic principles and practice issues in rehabilitation, intervention in disorders of nonspatial attention, intervention in disorders of memory, intervention in disorders of executive functioning, disorders of behaviour and emotion, behaviour modification procedures, intervention in disorders of behaviour and emotion, planning and implementing rehabilitation programs, family systems rehabilitation, family therapy practice.
Recommended Reading To be advised
Class Contact: One 2 hour class each week for one semester
Assessment Literature review on specific topic (1500 words)- 30%; Essay (3000 words)- 70%

APC6118 ADULT REHABILITATION
Campus St Albans
Prerequisite(s) Satisfactory completion of all year 2 semester 1 subjects in the M Psych or D Psych Clinical Neuropsychology program
Content Satisfactory completion of all year 2 semester 1 subjects in the M Psych or D Psych Clinical Neuropsychology program
Recommended Reading To be advised
Class Contact: One 2 hour seminar per week for one semester
Assessment: Class presentation – 30%; oral examination – 70%.

APC6119 CLINICAL NEUROPSYCHOLOGY SKILLS 1
Content: This subject covers: the referral process, work with other professionals [eg paediatricians, audiologists, special educators], specialised aspects of neuropsychological work with interpreters, the administration and interpretation of specialised instruments for the assessment of memory and learning [eg Corsi Block span, RAVLT, Complex Figure of Rey, Hamilton Verbal Learning Test], executive functioning [eg CAFIT, subtests of the NEPSY, D-KEFS], language [eg PPVT-3, CELF-3, Token Test], visuospatial abilities [eg Beery VMI], counselling techniques.
Recommended Reading: To be advised

APC6120 CLINICAL NEUROPSYCHOLOGY SKILLS 2
Campus: St. Albans
Prerequisite(s): Satisfactory completion of all year 2 semester 1 subjects in the M Psych or D Psych Clinical Neuropsychology program
Content: Neuropsychological counselling approaches and techniques, advanced cognitive and affective assessment instruments - work with difficult clients [eg major sensory deficits, impaired motor functioning, excessive fatigue], extension of clinical neuropsychological communication skills with other professional and clients.
Required Reading: Reading pack for Clinical Neuropsychology Skills 2
Recommended Reading: To be advised
Class Contact: One 2 hour workshop per week for one semester
Assessment: Assessment for this subject is ungraded Pass or Fail
Completed class exercises related to diagnosis, formulation, and treatment planning and report writing.

APC7101 RESEARCH PROJECT 5
Campus: St. Albans
Prerequisite(s): Satisfactory completion of Research Project 4B
Content: Students will receive individual supervision for this stage of their research project.
Required Reading: To be advised
Recommended Reading: To be advised
Class Contact: Individual supervision of one hour per fortnight for one semester
Assessment: Student is required to demonstrated progress on the research project via monthly reports.

APC7102 RESEARCH PROJECT 6
Campus: St. Albans
Prerequisite(s): Satisfactory completion of Research Project 5
Content: As appropriate to the topic of each individual student's thesis.
Required Reading: To be advised
Recommended Reading: To be advised

Class Contact: Individual supervision of one hour per fortnight for one semester
Assessment: The student is required to submit a thesis of approximately 30,000 to 40,000 words, presented in a thesis format. The thesis will be examined by two suitably qualified external examiners. Ungraded Pass or Fail

APC7103 CLINICAL EXPERIENCE AND PRACTICUM 5
Campus: St. Albans
Prerequisite(s): Satisfactory completion of all Year 2 subjects
Content: Advanced supervised intern experience in a clinical setting beyond the university. The student will be expected to work across a range of clinical neuropsychology or clinical psychology activities, including assessment and intervention in general and specialised areas. Students will continue with a clinical case load in the Victoria University Psychology Clinic and receive individual and group supervision for that work.
Required Reading: To be advised by clinical supervisors
Clinical Psychology Practicum Handbook or Clinical Neuropsychology Handbook
Recommended Reading: To be advised
Class Contact: Two hours per week of small or large group supervision, one hour per fortnight of individual supervision, and 2 hours of face to face VUPC client contact per week (on average).
Assessment: Assessment for this subject will be ungraded pass or fail
Weekly log book and end of placement report from the field supervisor Case presentations in individual, small and large group supervision Two written reports for clients from Victoria University Psychology Clinic within 4 weeks of the end of semester
Entry of own client data in Victoria University Psychology Clinic database

APC7104 CLINICAL EXPERIENCE AND PRACTICUM 6
Campus: St. Albans
Prerequisite(s): Satisfactory completion of all previous Clinic Experience and Practicum subjects
Content: Students will continue with clinical field placement work as well as their supervised work with clients of the Victoria University Psychology Clinic. Case presentations/ discussions and observation of clinical assessments will provide further opportunity for extending clinical experience.
Required Reading: To be advised
Recommended Reading: To be advised
Class Contact: Two hours per week of small or large group supervision, one hour per fortnight of individual supervision, and 2 hours of face to face VUPC client contact per week (on average).
Assessment: Assessment for this subject will be ungraded pass or fail
Weekly log book and end of placement report from the field supervisor Case presentations in individual, small and large group supervision Two written reports for clients from Victoria University Psychology Clinic within 4 weeks of the end of semester
Entry of own client data in Victoria University Psychology Clinic database

APC7105 ADVANCED CLINICAL NEUROPSYCHOLOGY THEORY AND PRACTICE 1
Campus: St. Albans
Prerequisite(s): Satisfactory completion of all Year 2 subjects
Content: A range of contemporary issues, including: emergent entities such as chronic fatigue syndrome, the role of the MMPI I neuropsychological work, cross cultural clinical neuropsychology-status and challenges.
Required Reading: Reading pack for Advanced Clinical Neuropsychology Theory and Practice 1
APC7106 ADVANCED CLINICAL NEUROPSYCHOLOGY THEORY AND PRACTICE 2

Campus St Albans
Prerequisite(s) Satisfactory completion of all Year 3 semester 1 subjects
Content The relationship between assessment and intervention in clinical neuropsychology, intervention options in neuropsychology, cognitive behavioural approaches, psychodynamic approaches, family therapy with children, adolescents and adults with with acquired and developmental neuropsychological disorders
Required Reading Reading pack for Advanced Clinical Neuropsychology Theory and Practice 2
Recommended Reading To be advised
Class Contact One 1.5 hour seminar per week for one semester
Assessment Seminar paper –20%; 4000 word essay in scientific journal format – 80%

APC7107 ADVANCED CLINICAL PSYCHOLOGY THEORY & PRACTICE 1

Campus St Albans
Prerequisite(s) Satisfactory completion of all Year 2 subjects
Content This subject is designed to provide students with an opportunity to explore critically at an advanced level research and theoretical issues relating to intervention 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.
Required Reading: Reading Pack Advanced Clinical Psychology Theory and Practice 1
Recommended Reading To be advised
Class Contact One 90 minute seminar per week for one semester
Assessment Class presentation - ungraded Pass or Fail

APC7108 ADVANCED CLINICAL PSYCHOLOGY THEORY & PRACTICE 2

Campus St. Albans
Prerequisite(s) Satisfactory completion of all Year 3 Semester 1 subjects
Content The subject will explore the usefulness of clinical psychology in various sectors of the health care system. Theoretical understanding of psychosomatic process will provide a basis from which to consider clinical psychology in general health settings. In depth discussions of theoretical frameworks and therapeutic processes will allow for enhancement of students’ clinical skills
Required Reading: Reading Pack Advanced Clinical Psychology Theory and Practice 2
Recommended Reading To be advised
Class Contact One ninety minute seminar per week for one semester
Assessment Class presentation - ungraded Pass or Fail

APH4035 ADVANCED RESEARCH METHODS

Campus Footscray Park
Prerequisite(s) APS2030 Qualitative Research Methods; APS2040 Quantitative Research Methods
Content Epistemological considerations and assumptions underlying the choice of a research strategy. An introduction to the various qualitative methods including phenomenological and ethnological methods. In addition, an examination of the ethical aspects of this research and method of report writing. Introduction to multivariate statistical analysis. Review and utilization of principal component analysis, factor analysis of variance (MANOVA) and multivariate analysis of co-variance (MANCOVA) and Discriminant Analysis
Recommended Reading To be advised by lecturer
Class Contact Two-hour lecture and a two-hour laboratory session per week.
Assessment Qualitative field study (group assignment), 15%; Qualitative research journal, 10%; Quantitative lab assignments, 25%; Final examination, 50%.

APH4061 PRINCIPLES AND PRACTICES OF COGNITIVE BEHAVIOUR THERAPY

Campus St Albans
Prerequisite(s) Admission to a graduate program in the School of Psychology.
Content This subject will develop students knowledge base and conceptual abilities in an area of applied psychology. The content of the subject will be current issues in a designated field, consistent with staff expertise and availability.
Required Reading To be advised by lecturer.
Class Contact Two hours per week for one semester comprising lectures and practical classes.
Assessment Practical assignment, 50%; essay, 50%.

APM5001 FOUNDATIONS OF COMMUNITY PSYCHOLOGY

Campus Footscray Park
Prerequisite(s) Admission to the Master of Applied Psychology, or consent of the co-ordinator.
Content 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 vs competencies; psychological sense of community.
Required Reading To be advised by lecturer.
Class Contact Three hours per week for one semester.
Assessment Seminar paper, 40%; essay, 60%. (Subject to change.)

APM5003 QUALITATIVE RESEARCH METHODS

Campus Footscray Park
Prerequisite(s) Admission to the Master of Applied Psychology or consent of co-ordinator.
Content Research philosophies; positivist, post-positivist, constructivist and interpretive social science approaches; the research process; research assumptions and paradigms. Qualitative methods; case studies; focus groups; observational techniques; interviewing; ethnographic fieldwork. Selection of appropriate methods: identifying salient issues; framing the question; identification of target populations; stakeholder identification. Needs
APMS005 CURRENT ISSUES IN SPORT PSYCHOLOGY

Campus: Footscray Park

Prerequisite(s): Admission to the Master of Applied Psychology, or consent of co-ordinator.

Content: 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.

Required Reading: To be advised by lecturer.

Class Contact: Three hours per week for one semester.

Assessment: Assignment, 50%; examination, 50%. (Subject to change.)

APMS008 APPLIED SPORT AND EXERCISE PSYCHOLOGY

Campus: Footscray Park

Prerequisite(s): APM5005 Current Issues in Sport Psychology.

Content: 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.

Required Reading: To be advised by lecturer.

Class Contact: Three hours per week for one semester.

Assessment: Essay/Presentation (selecting a topic within performance/non-performance psychological skills/variables, a 3000-word essay will be required, including an in-depth examination of the area); theoretical, research, and practical applications are to be addressed; a 20-minute presentation to the class will be given on the essay topic), 50%; examination (a final written examination, covering all aspects of the subject, will form the second component of evaluation), 50%. (Subject to change.)

APMS009 PSYCHOLOGICAL PRACTICE 1

Campus: Footscray Park

Prerequisite(s): Admission to Master of Applied Psychology

Content: 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, Aboriginal, gay and lesbian client groups, equal opportunity and affirmative action legislation; integration, community involvement and empowerment of intellectually and physically disabled persons.

Required Reading: To be advised by lecturer.

Recommended Reading: To be advised by lecturer.

Class Contact: Three hours per week for one semester.

Assessment: Journal, 50%; class presentation, 50%. (Subject to change.)

APMS013 QUANTITATIVE RESEARCH METHODS

Campus: Footscray Park

Prerequisite(s): APM5003 Qualitative Research Methods.

Content: 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.

Required Reading: To be advised by lecturer.

Class Contact: Two hours per week for one semester.

Assessment: Research proposal, 75%; evaluation of journal article, 25%. (Subject to change.)

APMS015 COMMUNITY DEVELOPMENT SKILLS

Campus: Footscray Park

Prerequisite(s): Admission to the Master of Applied Psychology or consent of the co-ordinator.

Content: 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 the community members; training as an empowering activity.

Required Reading: To be advised by lecturer.

Class Contact: Two hours per week for one semester.

Assessment: Community development plan, 50%; training workshop plan, 50%. (Subject to change.)

APMS017 PSYCHOLOGICAL PRACTICE 2

Campus: Footscray Park

Prerequisite(s): AMP5009 Psychological Practice 1.

Content: This unit focuses on approaches to the assessment of client characteristics and the implications of this assessment for the
selection of appropriate interventions. The generic features of assessing the status of individuals, groups and larger social systems are emphasised. Models of psychological health and normality used to diagnose the client system are explored as the basis for professional judgement. Tests, measures and other indicators of client characteristics are examined as means to specifying, confirming and/or modifying the initial assessment of the clients needs. The validity, reliability and utility of these different measures is scrutinised. The consent, interpretation and reporting practices are emphasised.

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

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

**Assessment** Essay 50%, field report 50%.

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**APM5021 PRACTICUM 1**

**Campus** Footscray Park

**Prerequisite(s)** Admission to the Master of Applied Psychology or consent of the co-ordinator. APM5009 Psychological Practice 1.

**Content** 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.

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

**Class Contact** One hour per week for one semester, plus 40 days minimum on placement, with weekly supervision by an appointed placement supervisor.

**Assessment** Assessment will be satisfactory or non-satisfactory. Log book, placement report and supervisor’s report.

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**APM6002 COMMUNITY PSYCHOLOGY INTERVENTIONS**

**Campus** Footscray Park

**Prerequisite(s)** Nil.

**Content** Levels of analysis; intrapsychic 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 unintended consequences; iatrogenic effects.

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

**Class Contact** Two hours per week for one semester.

**Assessment** Three intervention plans, 100%. (Subject to change.)

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**APM6003 PROFESSIONAL PRACTICE IN APPLIED SPORT PSYCHOLOGY**

**Campus** Footscray Park

**Prerequisite(s)** APM5008 Applied Sport and Exercise Psychology.

**Content** 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; intervention programs and packages; guidelines for developing interventions; conducting psychological skills intervention research and evaluations. Effective consultants and consulting; characteristics of effective vs. 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.

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

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

**Assessment** Quality of class-seminar presentations and participation, 20%; a consulting log/notebook which will contain in-depth presentational, program, and evaluation materials for the psychological skills training program developed for the practicum, 40%; an essay on a professional practice issue in sport psychology, 40%. (Subject to change.)

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**APM6008 PSYCHOLOGICAL PRACTICE 3**

**Campus** Footscray Park

**Prerequisite(s)** APM5017 Psychological practice 2

**Content** 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 course 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.

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

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

**Assessment** Essay, 50%; video tape and report, 50%.

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**APM6021 PRACTICUM 2**

**Campus** Footscray Park

**Prerequisite(s)** APM5021 Practicum 1 or consent of co-ordinator.

**Content** This subject 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.

**Required Reading** To be advised by lecturer/supervisor.

**Class Contact** One hour per week for one semester, plus 40 days minimum on placement, with weekly supervision by an appointed placement supervisor.

**Assessment** Assessment will be Satisfactory or Non-Satisfactory. Log-book, placement report and supervisor’s report.

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**APM6030 THESIS RESEARCH**

**Campus** Footscray Park

**Corequisite(s)** APM5003 Qualitative Research Methods, APM5013 Quantitative Research Methods.

**Content** This subject 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.

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

**Class Contact** Monthly one-hour class plus individual supervision.

**Assessment** Thesis, 100%. All theses will be assessed by two independent markers.
APM6035 PSYCHOLOGY OF HEALTH

Campus Footscray Park
Prerequisite(s) Admission to the Graduate Diploma in Psychology or Honours in Psychology or Master of Applied Psychology.

Content 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, biopsychosocial perspective; alcohol use; abuse of prescription drugs.

Required Reading To be advised by lecturer.
Class Contact Two hour seminar per week for one semester.
Assessment Presentation, 30%; paper, 70%. (Subject to change.)

APM6040 PSYCHOLOGICAL PRACTICE 4C

Campus Footscray Park
Prerequisite(s) APM6008 Psychological Practice 3; APM6002 Community Psychology Interventions.

Content Participant-observer; evaluator; consultant; researcher; change agent; planner-designer; networker; trainer; negotiator; facilitator; intervenor. Exploring settings: community service agency; public sector bureaucracies; policy making bodies; community-based groups and collectives; education and information services; industry; health service; targeted services e.g. 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.

Required Reading To be advised by lecturer.
Class Contact Two hours per week for one semester.
Assessment Seminar participation and presentation, 30%; tasks negotiated in learning contract, 50%; professional practice plan including self-evaluation and aims for continuing education and professional practice, 20%. (Subject to change.)

APM6045 PSYCHOLOGICAL PRACTICE 4S

Campus Footscray Park
Prerequisite(s) APM6008 Psychology Practice 3; APM6003 Professional Practice in Applied Sport Psychology.

Content 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.

Required Reading To be advised by lecturer.
Class Contact Two hour seminar per week for one semester.
Assessment Seminar participation and presentation, 30%; essay on professional ethics in sport psychology, 30%; personal professional practice plan, including aims and goals statements, comprehensive professional practice plan, and self-evaluation, 40%. (Subject to change.)

APM6050 PRACTICUM 3

Campus Footscray Park
Prerequisite(s) Practicum 1 & 2 or consent of co-ordinator.

Content This subject 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.

Required Reading To be advised by lecturer/supervisor.
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.
Assessment Assessment will be Satisfactory or Non-Satisfactory. Log-book, placement report and supervisor’s report.

APM6060 PSYCHOLOGY OF COMMUNITY HEALTH

Campus Footscray Park
Prerequisite(s) Either APM6035 Psychology of Health or APM5001 Foundations of Community Psychology

Content This subject 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 on 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.

Required Reading Students will be directed to current journal articles in the relevant areas.
Class Contact Two hours per week for one semester.
Assessment Minor project – 30%. Major project including proposal, final report and project evaluation – 70%

APM6070 EXTENDED THESIS RESEARCH

Campus Footscray Park
Prerequisite(s) APM6030 Thesis Research

Content This subject is a continuation of the same project undertaken in APM6030 Thesis Research. In this particular subject however, students are expected to devote proportionately more of their study time to completing their research project than during other semesters. The subject 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.

Required Reading Students will be directed to current journal articles in the relevant areas.
Class Contact Monthly one-hour class plus individual supervision.
Assessment Thesis, 100%. All theses will be assessed by two independent markers.

APM6075 PRACTICUM 4

Campus Footscray Park
Prerequisite(s) Satisfactory completion of Practicum 1, 2 and 3

Content 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.

**Required Reading** No additional text will be set. Students will already have a copy of the field placement handbook used in earlier field placements. Additional reading will be set on supervision and making the most of supervision.

**Recommended Reading** Depending upon the issues raised from placement experiences.

**Class Contact** A two-hour class, once a fortnight for two semesters.

**Assessment** Students will submit a placement report and at least four psychological reports over the two semesters.

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**APM6076 ADVANCED READING UNIT B**

**Campus** Footscray Park

**Prerequisite(s)** APM6080 Advanced Reading Unit

**Content** Content will reflect the core area of Applied Psychology. It will cover key aspects of the area in greater depth. Focus will be on integration of materials, interpretations of events, and application of appropriate interventions.

**Required Reading** Required readings will be advised by lecturers. These will depend upon the core area of the students and the specific theoretical area being explored.

**Recommended Reading** To be advised

**Class Contact** 1 x 2 hour class per fortnight

**Assessment** Presentation on problem in area of Applied Psychology, 40%; Essay on a second problem area, 60%.

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**APM6080 ADVANCED READING UNIT**

**Campus** Footscray Park

**Prerequisite(s)** Satisfactory Completion of course work requirements for Master of Applied Psychology (Community, Sport or Health)

**Content** Students will review core knowledge and competencies in Health Psychology and their applied area, either Community or Sport. They will read and critique Required Reading provided by the teaching staff. The nature of evidence will be reviewed. Evidence-based practice in Applied Psychology and the use of both outcome and process data will be studied. Case studies will be presented and analyzed against evidence-based criteria. Selected problems will be studied in depth. The nature of the applied problems will be defined by the available teaching staff and student interests. For example, a topic might be depression or demoralization in physical illness. The range of topics will ensure consideration of ethical issues and values, including cultural diversity.

**Required Reading** This course will be based around recent publications in refereed journals and selected for quality and relevance by the lecturer. No text will be set.


**Class Contact** A two hour class once a fortnightly during semester.

**Assessment** Students will present either individually or in small groups an applied problem, in applied psychology. This presentation will be to the class and invited external professionals or lay people working in a related area. Students will focus on intervention and evaluating the evidence-base for any proposed intervention. Students will also submit an essay or report on a second problem of their own choosing. The report may include issues related to quality assurance mechanisms and setting benchmarks in applied psychology practice.

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**APM6085 PRACTICUM 5**

**Campus** Footscray Park

**Prerequisite(s)** APM6075 Practicum 4

**Content** Students will undertake approximately 250 hours of field placements in professional settings. The subject is experientially based, with discussion of ethical, practical and organisational issues covered.

**Methods of Teaching** Individual supervision on site by a qualified psychologist, with experiences and supervision based on a placement learning contract.

1 x 2 hour class per fortnight

**Required Reading** Nil

**Recommended Reading** TBA

**Class Contact** Individual supervision x 1 hour per 2 days of placement; 1 x 2 hour class per fortnight

**Assessment** Placement report based on learning contract

Report from field supervisor based on learning contract

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**APM6090 DOCTORAL THESIS (RESEARCH)**

**Campus** Footscray Park

**Prerequisite(s)**

**Content** At the doctoral level, this subject 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 subject marks the completion of the research strand of the Doctor of Applied Psychology.

**Required Reading** Nil

**Recommended Reading**

**Class Contact** Individual supervision. 3 x 1 hour seminars per semester.

**Assessment** Thesis (40,000 – 60,000 words) 100%

The thesis will be marked by at least two external examiners.

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**APP4001 QUALITATIVE GROUP PROJECT**

**Campus** Footscray Park

**Prerequisite(s)** APP4003 Research Theory and Orientation

**Content** This subject aims to provide students with limited, supervised experience in planning, conducting, analysing, and reporting a socially significant research study. The subject 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
APP4002 QUANTITATIVE GROUP PROJECT

Campus Footscray Park
Prerequisite(s) APP4003 Research Theory and Orientation
Content This subject aims to provide students with limited, supervised experience in planning, conducting, analysing, and reporting a socially significant research study. The subject 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.
Class Contact 3 hours per week by arrangement with your supervisor
Assessment Completed research paper, 80%; presentation of completed report, 20%.

APP4004 RESEARCH PROPOSAL AND REPORT WRITING

Campus Footscray Park
Prerequisite(s) Nil.
Content The subject will involve students actively working through the writing of a research proposal and report. Included will be oral presentations of the student’s 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 is to provide the student with advanced writing skills and an understanding of the requirements associated with the writing of research proposals and reports.
Class Contact 1 hour lecture and a 2 hour laboratory workshop session per week.
Assessment 11,000 word research proposal, 25%; Oral Presentation of research proposal, 25%; 3,000 word research paper, 50%.

APTS005 DOMESTIC VIOLENCE AND SEXUAL ASSAULT

Campus St Albans
Prerequisite(s) Admission to the Graduate Diploma in Counselling, or consent of the course co-ordinator.
Content Discovery of self: investigation of fear of self-revelation and defence mechanisms; personality testing (Myer-Briggs); concept of individual growth. Exploration of potentially difficult discussion topics including death and dying, suicide, sexual concerns including loss and sexual potency and/or organs, AIDS and safe sexual practices; rape, incest and violence; anger; depression; religion; cross cultural issues and ethnic identity (may vary according to group). Format of classes includes group participation, basic introduction to group dynamics, building communication skills in the group, setting ground rules.
Required Reading To be advised by lecturer.
Recommended Reading To be advised by lecturer.
Assessment Journal to be maintained throughout course, 40%; group project, 60%. [Subject to change.]

APTS025 INDIVIDUAL AWARENESS

Campus St Albans
Prerequisite(s) Admission to the Graduate Diploma in Counselling, or consent of the course co-ordinator.
Content This unit will focus on an exploration of the theoretical 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.
Required Reading To be advised by lecturer.
Assessment 50% attendance is required (subject to change).
APT5037 Child & Adolescent: Theories and Techniques of Counselling

Campus: St Albans
Prerequisite(s): Admission to the Graduate Diploma in Counselling (Child & Adolescent) or consent of the course co-ordinator.

Content: Systematic reviews of counselling for child 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 work with children and adolescents will be workshopped. Specific counselling processes will be defined and their evidence-base established. The use of case studies presented by students and staff will highlight the presentation and learning of the principles for best practice.


Class Contact: Two hours per week for one semester.

Assessment: Essay, 70%; Class presentations, 30%.

APT5060 Applied Techniques of Counselling

Campus: St Albans
Prerequisite(s): APT5035 Theories and Techniques of Counselling

Content: This subject will provide students with within 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.

Required Reading: To be advised by lecturer.

Class Contact: Three hours per week for one semester.

Assessment: This will incorporate classroom presentations, an in class exercise in case conceptualization and written assignments. The 80% attendance requirement must also be met.

APT5062 Child & Adolescent: Applied Techniques in Counselling

Campus: St Albans
Prerequisite(s): Satisfactory completion of Child & Adolescent: Techniques and Techniques of Counselling or consent of the course co-ordinator.

Content: The course 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 practiced, 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.


Recommended Reading: Publications from Department of Human Services. Extracts from treatment manuals. Published case studies

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

Campus: St Albans
Prerequisite(s): Admission to the Graduate Diploma in Counselling, or consent of the course co-ordinator.

Content: 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 assumptions which client and counsellor bring to counselling as a function of their social background, power relationships in the counsellor-client dyad; blaming the victim vs 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.

Required Reading: Corey, G., Corey, M. & Callanan, P, 2002, Issues and ethics in the helping professions, 6th ed., Brooks/Cole, Pacific Grove [NB: This text is updated regularly - the 7th edition will be used should it become available].

Class Contact: Two hours per week for one semester, and three hours per semester of mixed mode or self-directed study.

Assessment: Class presentation on an ethical dilemma (2000 words), 50%; Essay (2000 words), 50%.

APT5080 Cross Cultural Issues in Counselling

Campus: St Albans
Prerequisite(s): Admission to the Master in Counselling, or consent of the course co-ordinator.

Content: It 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 socio-political and economic context of people from diverse cultural backgrounds in contemporary Australia; address specific issues in counselling that derive from the above. The course explores issues on racism, social justice, bicultural history, refugee experience, survivors of torture, women’s issues, Aboriginals, and second generation Australians. It also discusses some of the Western contextual issues related to modernity, post modernity and post-colonial views.

Required Reading: To be advised by lecturer.
APT6001 PRACTICUM 1

Campus St Albans
Prerequisite(s) Completion of the subjects required for the Graduate Diploma in Counselling
Content 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 course to practical settings. Ethical issues in counselling.
Required Reading To be advised by lecturer.
Class Contact Two hours per week class contact for one semester plus field placement
Assessment Journal/written assignment, 50%; field report, 50%.

APT6002 PRACTICUM 2

Campus St Albans
Prerequisite(s) Practicum 1
Content Continuation of 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 course to practical settings. Ethical issues in counselling.
Required Reading To be advised by lecturer.
Class Contact Two hours per week class contact for one semester plus field placement.
Assessment Journal/written assignment, 50%; field report, 50%.

APT6004 MINOR THESIS

Campus St Albans
Prerequisite(s) Completion of the subjects required for the Graduate Diploma in Counselling.
Content This subject requires the student to gain experience of 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.
Required Reading To be advised by lecturer.
Class Contact Regular contact with supervisor.
Assessment Thesis, 100%.

APT6006 RESEARCH METHODS IN COUNSELLING

Campus St Albans
Prerequisite(s) Completion of the subjects required for the Graduate Diploma in Counselling or equivalent.
Content This subject provides students with advanced knowledge and techniques in the design of research in the counselling field. 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.
Required Reading To be advised by lecturer.
Class Contact Two hours seminar per week for one semester.
Assessment Journal/written assignment, 50%; field report, 50%.

APT6007 ISSUES IN THEORY AND PRACTICE OF PSYCHOLOGY

Campus St Albans
Prerequisite(s) Admission to Master Counselling
Content This subject will provide an opportunity to further develop theoretical knowledge base and practice skills. The areas available in any given semester will vary depending on staff expertise and availability but will always involve current issues in theory and practice of psychology. Issues may be specific areas of counselling work such as stress and crisis or specific theoretical areas such as cognitive behavioural theory or psychoanalytic theory. The currently available selection of topics includes; stress, crisis and trauma, current problems in psychoanalysis, and psychology of adjustment.
Required Reading To be advised by lecturer. (Each topic will have different Required Reading )
Class Contact Two hours per week for one semester comprising a two hour seminar OR a one hour weekly lecture and a two hour fortnightly workshop.
Assessment Each topic has different assessment requirements which are communicated in writing in the the first week. Assessment may include one or more of the following: essay, written paper, oral presentation, (total requirement approximately 3000 words).

APT6008 CHILD AND FAMILY DEVELOPMENT

Campus St Albans
Prerequisite(s) Entry to GD Counselling, Master in Counselling or equivalent.
Content 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.
Emotional Milestones From Birth to Adulthood: A Psychodynamic Approach. Melbourne: ACER.


Class Contact Two day introductory workshop followed by two hours per week over one semester.

Assessment Theoretical essay on chosen topic (2000-2500 words), 50%; Write up of infant observations (1000-1500 words), 30%; Class Presentation of infant observation, 20%.

APU3001 PSYCHOLOGICAL ISSUES
Campus City King, St Albans
Prerequisite(s) Nil
Content This subject 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 effects upon individuals, will be examined. The subject will also consider interpersonal processes in a health care context and address the issues of recognizing serious psychological distress and disturbance. The focus of this subject will be primarily directed at understanding that assists students to facilitate the health and well-being of clients. Emphasis includes greater self understanding, workplace psychology and psychology with clients.


Subject Hours Three (3) hours per week for one semester comprising lectures and tutorials.

Assessment Essay (2000 words) [55%]; tutorial journal (2000 words) [45%].

APU5001 HISTORY AND EPISTEMOLOGY OF PSYCHANALYSIS
Campus St Albans
Prerequisite(s) Nil
Content A review of the history of psychoanalysis and the different psychoanalytic schools, and the study of Freud’s seminal works on the formations of the unconscious: neurotic symptoms, dreams, parapraxes and jokes.


Class Contact Ninety-minute seminar per week for one semester

Assessment Essay (3000 words) 80%; seminar presentation (notional 1000 words) 20%.

APU5002 THEORY OF SEXUALITY
Campus St Albans
Prerequisite Nil
Content 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.


Class Contact Ninety-minute seminar per week for one semester

Assessment Essay 80% (3000 words); seminar presentation (notional 1000 words) 20%.

APU5003 CLINICAL SEMINAR 1 ASSESSMENT
Campus St Albans
Prerequisite(s) Nil
Content Presentation and discussion of clinical material and formulation of a diagnosis and treatment plan according to psychoanalytic principles


Class Contact Ninety-minute seminar per week for one semester

Assessment Case history or written commentary on case presentation (2000 words) 100%
APU5004 THEORY OF THE SUBJECT AND LOGIC OF THE SIGNIFIER

Campus St Albans
Prerequisite(s) APU5001 History and Epistemology of Psychoanalysis
Content The study of the linguistic and philosophical foundations of the Lacanian theories of the subject and the signifier, as well as the key texts by Lacan himself on the matter.
Class Contact Ninety-minute seminar per week for one semester
Assessment Essay (3000 words) 80%; seminar presentation (notional 1000 words) 20%

APU5005 THE SYMBOLIC, THE IMAGINARY AND THE REAL

Campus St Albans
Prerequisite(s) APU5001 History and Epistemology of Psychoanalysis
Content A 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
Class Contact Ninety-minute seminar per week for one semester
Assessment Essay (3000 words) 80%; seminar presentation (notional 1000 words) 20%

APU5006 CLINICAL SEMINAR 11: DEVELOPMENT OF THE TRANSFERENCE

Campus St Albans
Prerequisite(s) APU5003 Clinical Seminar I: assessment
Content Presentation and discussion of clinical material and conceptualisation of the development of the transference in the cases presented.
Class Contact Ninety-minute seminar per week for one semester
Assessment Case history or written commentary on case presentation (2000 words) 100%

APU5007 NEUROSIS

Campus St Albans
Prerequisites APU5001 History and Epistemology of Psychoanalysis, APU5002 Theory of Sexuality
Content A study of the Freudian theory and further elaborations on the neuroses in contemporary psychoanalysis, including a detailed review of Freud’s case histories.
Class Contact Ninety-minute seminar per week for one semester
Assessment Essay (3000 words) 80%; seminar presentation (notional 1000 words) 20%

APU5008 PSYCHOANALYTIC TECHNIQUES 11

Campus St Albans
Prerequisites APU5001 History of Epistemology of Psychoanalysis
Content A study and critical review of the main Freudian texts which deal directly with the clinical applications of psychoanalysis, the beginning of the treatment, the development of the transference and the ending of the treatment.
Class Contact Ninety-minute seminar per week for one semester
Assessment Essay (3000 words) 80%; seminar presentation (notional 1000 words) 20%
APU5009 CLINICAL SEMINARE 111: TREATMENT OF THE NEUROSES

Campus St Albans

Prerequisites APU5003 Clinical Seminar I: assessment, APU5006 Clinical Seminar II: assessment

Content: A comparative study of the positions of the main psychoanalytic schools on the object relation and their implications for clinical practice.


Recommended Reading A critical study of the main contributions to psychoanalytic technique after Freud, with particular emphasis on the work of Jacques Lacan.

APU5010 PSYCHOSIS AND PERVERSION

Campus St Albans


Class Contact Ninety-minute seminar per week for one semester

Assessment Essay (3000 words) 80%; seminar presentation (national 1000 words) 20%

APU5011 PSYCHOANALYTIC TECHNIQUE II

Campus St Albans

Prerequisites APU5008 Psychoanalytic Technique I

Content: A critical study of the main contributions to psychoanalytic technique after Freud, with particular emphasis on the work of Jacques Lacan.


Class Contact Ninety-minute seminar per week for one semester

Assessment Case history or written commentary on case presentation (2000 words) 100%

APU5012 CLINICAL SEMINAR IV; HANDLING OF THE TRANSFERENCE

Campus St Albans

Prerequisites APU5009 Clinical Seminar III: treatment of the neuroses

Content: 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.


Class Contact Ninety-minute seminar per week for one semester

Assessment Essay (3000 words) 80%; seminar presentation (national 1000 words) 20%

APU6001 THE ETHICS OF PSYCHOANALYSIS

Campus St Albans

Prerequisites APU5004 Theory of the Subject and Logic of the Signifier, APU5005 The Symbolic, the Imaginary and the Real, APU5007 Neurosis

Content: 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.


Class Contact Ninety-minute seminar per week for one semester

Assessment Essay (3000 words) 80%; seminar presentation (national 1000 words) 20%

APU6002 THE OBJECT RELATION

Campus St Albans

Prerequisites APU5010 Psychosis and Perversion, APU5011 Psychoanalytic Technique II

Content: 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.


Class Contact Ninety-minute seminar per week for one semester

Assessment Essay (3000 words) 80%; seminar presentation (national 1000 words) 20%
APU6003 CLINICAL SEMINAR V; ETHICAL PROBLEMS IN THE CLINIC

Campus St Albans
Prerequisite APU5012 Clinical Seminar IV: Handling of the Transference

Content Presentation and discussion of clinical material that illustrate actual or potential ethical issues, applying the conceptual framework learned in other sections of the programme.


Recommended Reading Rodríguez, L.S. (1995) 'The ethics of psychoanalysis and the malaise of our culture' Analysis 6:120-32

Class Contact Ninety-minute seminar per week for one semester

Assessment Case history or written commentary on case presentation (2000 words) 100%

APU6004 PSYCHOANALYSIS WITH CHILDREN

Campus St Albans
Prerequisites APU6001 The Ethics of Psychoanalysis, APU6002 The Object Relation

Content 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.


Class Contact Ninety-minute seminar per week for one semester

Assessment Case history or written commentary on case presentation (2000 words) 100%

APU6005 PSYCHOANALYSIS AND CULTURE

Campus St Albans
Prerequisites APU6001 The Ethics of Psychoanalysis, APU6002 The Object Relation

Content An introduction to the vast field of applications of psychoanalysis to the study of cultural phenomena and institutions and the use made by psychoanalysis of the findings of other disciplines, the methodological issues involved and selected examples of this growing field of research.


Class Contact Ninety-minute seminar per week for one semester

Assessment Case history or written commentary on case presentation (2000 words) 100%

APU6006 CLINICAL SEMINAR VI; CHILDREN IN TREATMENT

Campus St Albans
Prerequisite APU6003 Clinical Seminar V: Ethical Problems in the Clinic

Content 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.


Class Contact Ninety-minute seminar per week for one semester

Assessment Case history or written commentary on case presentation (2000 words) 100%

APU6007 CLINICAL SEMINAR VII; SPECIAL CLINICAL PROBLEMS

Campus St Albans
Prerequisite APU6006 Clinical Seminar VI: Special clinical problems

Content A study of a range of special clinical cases and situations which require particular technical devises, such as addictions, psychosomatic disorders, serious physical illness and mental disability.

Required Reading Freud, S. (1912-13) Papers on Technique SE 12


Class Contact Ninety-minute seminar per week for one semester

Assessment Case history or written commentary on case presentation (2000 words) 100%

APU6008 THESIS 1

Campus St Albans
Prerequisite APU6001 The Ethics of Psychoanalysis, APU6003 Psychoanalysis and Culture

Content Individual supervision to design and develop a research project on a topic of psychoanalytic interest that would constitute the subject matter of the minor thesis.

Required Reading Freud, S. (1926) The Question of Lay Analysis SE 19
Recommended Reading
Freud, S. (1900) The Interpretation of Dreams SE 4 & 5

Class Contact
Ninety-minute individual supervision per week for one semester

Assessment
Report on progress of research project 100%

### APUS09 RESEARCH SEMINAR

**Campus** St Albans

**Prerequisite** APUS008 Thesis I

**Content** Presentation and discussion of the design and development of individual research projects on topics of psychoanalytic interest that constitute the subject-matter of the minor thesis.

**Required Reading**
- Freud, S. (1926) The Question of Lay Analysis SE 19
- Freud, S. (1900) The Interpretation of Dreams SE 4 & 5

**Class Contact** Ninety-minute seminar per week for one semester

**Assessment** Research thesis of approximately 15,000 words to be examined by two independent external examiners 100%

### APUS010 THESIS II

**Campus** St Albans

**Prerequisite** APUS008 Thesis I

**Content** Final development and completion of the individual research project and writing up of the research thesis.

**Required Reading**
- Freud, S. (1926) The Question of Lay Analysis SE 19
- Freud, S. (1900) The Interpretation of Dreams SE 4 & 5

**Class Contact** Ninety-minute individual supervision per week for one semester

**Assessment** Reflective essay, 50%; Project, 40%; Class exercises, 10%.

### ASA001 COMMUNITY DEVELOPMENT THEORY AND PRACTICE

**Campus** St Albans

**Prerequisite(s)** Nil

**Content** Community development theory and practice will be considered in the context of major development challenges and trends in the Asia Pacific region. Students will consider contemporary debates and analyses of development and community development issues, and examine these in relation to policy development and practical community development applications. Government and NGO relationships, multilateral and bilateral aid issues, globalisation theory, the role of social and people’s movements, and alternative forms of development are examined. Case studies from the Asia Pacific region will be drawn upon for comparative analysis and to develop understanding and skills in international community development practice.

**Required Reading**

**Recommended Reading**

**Class Contact** The equivalent of three hours per week for one semester in the form of a seminar/workshop.

**Assessment** Two essays (4,500 words), 100%.

### ASA002 COMMUNITY DEVELOPMENT PROJECT PLANNING AND MANAGEMENT

**Campus** St Albans

**Prerequisite** Nil

**Content** The subject 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 its role and application to international community development work. Topics covered include: methodologies and techniques used in project work, logframes, needs assessments, research methods, participatory rapid appraisal (PRA), gender and development strategies, monitoring and evaluation, and project implementation and management.

**Required Reading**

**Recommended Reading**

**Recommended Reading**

**Class Contact** The equivalent of three hours per week for one semester in the form of a seminar/workshop.

**Assessment** Reflective essay, 50%; Project, 40%; Class exercises, 10%.

### ASA020 THE CHALLENGES OF SOCIAL TRANSFORMATION

**Campus** Summer Residential in Melbourne and on-line

**Prerequisite(s)** None

**Content** An introduction to the course, via examination of the values and visions for advocacy organizations, including the interrelationships between sustainability, justice, inclusiveness and peace. An introduction to the variety of paradigms that lie behind the purposes of advocacy. Covers the range of advocacy approaches from government based programs to peoples’ movements, with emphasis towards independent advocacy and empowerment. Examines tension points within advocacy organizations and in advocacy issues, including those between: individual rights and sovereignty; traditional/local culture versus gender and socio-economic equity; economic values versus community, cultural and spiritual values; wilderness versus human influenced ecosystems; issues specific advocacy versus advocacy for social transformation.

**Required Reading**

**Recommended Reading**

**Class Contact** The equivalent of three hours per week for one semester in the form of a seminar/workshop.

**Assessment** Reflective essay, 50%; Project, 40%; Class exercises, 10%.
ASA5021 Negotiating Advocacy: Contexts, Strategies, Actions

**Prerequisite(s)**
ASA5020 The Challenges of Social Transformations

**Content**
This subject 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, leadership. Key elements of successful and unsuccessful campaigns, advocacy and actions are considered, along with notions of measurement and evaluation of campaign outcomes. This subject also seeks to set up frameworks for theorising and understanding personal reactions and motivations.

**Required Reading**
- Recommended Reading

**Class Contact**
Three hour per week for twelve weeks or equivalent online.

**Assessment**
On-line discussion paper and contribution to on-line forum, 25%; Workshop Exercises, 25%; Case Study, 50%.

ASA5022 Approaches to Globalisation

**Prerequisite(s)**
Usually ASA5020 The Challenges of Social Transformation and ASA5021 Negotiating Advocacy: Contexts, Strategies, Actions.

**Content**
This subject will complement and build on ‘The Challenges of Social Transformation’ and ‘Negotiating Advocacy’ 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 organizations 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 organizations will also be explored.

**Required Reading**

**Recommended Reading**
- Chadha, P. 1995, Development Management: Need for Capacity Building in Community Based NGOs, Society for Participatory Research in Asia, New Delhi.
AS5024 MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS

Campus St Albans
Prerequisite(s) Nil.

Content The subject 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, various types of non-governmental organisations, co-operatives and community businesses. The subject aims to give students a background in relevant theory, e.g. theory of organisational development, and also encourage them to develop their practical skills in the area of organisational management. Some of the topics this subject will cover are group dynamics, the recruitment of staff skills in the area of organisational management. Some of the topics this subject will cover are group dynamics, the recruitment of staff and committee members, motivation of volunteers, personnel issues, committee-member relations, networking, brainstorming and decision-making, program planning, monitoring and evaluation of ongoing programs and special projects, budgeting, project proposal writing, project management, conflict resolution, negotiating skills.


Class Contact Three hours per week for one semester comprising one one-hour lecture and one two-hour seminar/workshop over one semester. This subject may also be offered in summer semester.

Assessment Organising Tasks, 25%; class presentation or training session, 25%; research project, 50%.

AS5025 PUBLIC ADVOCACY INTERNSHIP

Campus Online (Based at St Albans)
Prerequisite(s) Usually AS5020 The Challenges of Social Transformation and AS5021 Negotiating Advocacy: Contexts, Strategies, Actions.

Content The Public Advocacy Internship 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.


Recommended Reading To be advised by subject co-ordinator.

AS5050 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES

Campus St Albans
Prerequisite(s) Nil.

Content This subject 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 subject aims to develop students’ skills in understanding and practicing 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.


Class Contact Three hours per week for one semester comprising one three-hour seminar/workshop.

Assessment Assessed role-play, 40%; 3000 word essay analysing a particular dispute, 60%.

AS5055 REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY

Campus St Albans
Prerequisite(s) Nil.

Content This subject 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 United Nations. Specialised agencies, of the UN, ILO, UNESCO, FAO and WHO are examined from the point of view of how they influence their member nation’s policies. It begins with a study of the UN General Assembly, Security Council and Economic and Social Council (ECOCOC) together with some specialised agencies, the
International Labour Organisation (ILO), United Nations Cultural, Educational and Scientific Organisation (UNESCO), Food and Agriculture Organisation (FAO) and the World Health Organisation (WHO). Other programs of the UN are looked at from the point of view of their strategies and policy-making and competing philosophies between them. The impact of the Cold War, its demise, and the impact of globalisation on the ability of international organisations to achieve their goals is a major theme. The United Nations Development Program (UNDP), the United Nations Fund for Women (UNIFEM), the UN High Commissioner for Refugees (UNHCR). The World Bank, the International Monetary Fund (IMF) and Asian Development Bank will be examined together with the newer trading organisations APEC and the World Trading Organisation (WTO). Asian and Pacific regionalism will be studied looking at organisations such as ASEAN, the South Pacific Commission and South Pacific Forum. Students will have an opportunity to specialise in areas of their interest.

**Required Reading**

**Recommended Reading**

**Class Contact** Three hours per week for one semester comprising one one-hour lecture and one two-hour seminar/tutorial.

**Assessment**
Class presentations, 20%; two research projects, 40%; class test, 40%.

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**ASA6020 PROFESSIONAL PROJECT (PART-TIME)**

**Campus** St Albans

**Prerequisite(s)** Completion of eight subjects

**Content** Students have the option of undertaking the Professional Project + two further electives, rather than the minor research thesis. The Professional Project provides an opportunity for students to apply their learning in the course to a practical investigation and presentation of the final product as a 10,000 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 on-line, organised in conjunction with supporting NGOs.

**Required Reading** Faculty of Arts Postgraduate Professional Project Guidelines, Victoria University 2003

**Recommended Reading** To be advised by supervisor.

**Class Contact** Regular meetings with individual supervisor.

**Assessment**
This description should be as specific as possible and indicate the achievement level for each Core Graduate Attribute attached to each assessment task. In the case of examinations, the duration and any special conditions should be outlined, and for assignments/essays the relevant word limit.

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**ASA6021 PROFESSIONAL PROJECT PAA (FULL TIME)**

**Campus** St Albans

**Prerequisite(s)** Completion of eight subjects

**Content** Students have the option of undertaking the Professional Project + two further electives, rather than the minor research thesis. The Professional Project provides an opportunity for students to apply their learning in the course to a practical investigation and presentation of the final product as a 10,000 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 on-line, organised in conjunction with supporting NGOs.

**Required Reading** Faculty of Arts Postgraduate Professional Project Guidelines, Victoria University 2003

**Recommended Reading** To be advised by supervisor.

**Class Contact** Regular meetings with individual supervisor.

**Assessment**
This description should be as specific as possible and indicate the achievement level for each Core Graduate Attribute attached to each assessment task. In the case of examinations, the duration and any special conditions should be outlined, and for assignments/essays the relevant word limit.

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**ASA6022 PROFESSIONAL PROJECT PAA (PART TIME)**

**Campus** St Albans

**Prerequisite(s)** Completion of eight subjects

**Content** Students have the option of undertaking the Professional Project + two further electives, rather than the minor research thesis. The Professional Project provides an opportunity for students to apply their learning in the course to a practical investigation and presentation of the final product as a 10,000 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 on-line, organised in conjunction with supporting NGOs.

**Required Reading** Faculty of Arts Postgraduate Professional Project Guidelines, Victoria University 2003

**Recommended Reading** To be advised by supervisor.

**Class Contact** Regular meetings with individual supervisor.
**Assessment** This description should be as specific as possible and indicate the achievement level for each Core Graduate Attribute attached to each assessment task. In the case of examinations, the duration and any special conditions should be outlined, and for assignments/essays the relevant word limit.

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**ASA6025 PROFESSIONAL PROJECT (PART-TIME)**

**Campus** St Albans

**Prerequisite(s)** Completion of eight subjects

**Content** Students have the option of undertaking the Professional Project + two further electives, rather than the minor research thesis. The Professional Project provides an opportunity for students to apply their learning in the course to a practical investigation and presentation of the final product as a 10,000 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 on-line, organised in conjunction with supporting NGOs.

**Required Reading** Faculty of Arts Postgraduate Professional Project Guidelines, Victoria University 2003

**Recommended Reading** be advised by supervisor.

**Class Contact** Regular meetings with individual supervisor.

**Assessment** This description should be as specific as possible and indicate the achievement level for each Core Graduate Attribute attached to each assessment task. In the case of examinations, the duration and any special conditions should be outlined, and for assignments/essays the relevant word limit.

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**ASA6030 MINOR RESEARCH THESIS (PART-TIME)**

**Campus** St Albans

**Prerequisite(s)** Completion of 8 subjects and an approved Research Methods subject.

**Content** 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 on-line, organised in conjunction with supporting non-government organisations. The thesis will be externally examined.


**Recommended Reading** To be advised by supervisor.

**Class Contact** As negotiated with supervisor

**Assessment** Thesis (20,000 words), 100%.

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**ASA6035 MINOR RESEARCH THESIS**

**Campus** St Albans

**Prerequisite(s)** Completion of 8 subjects and an approved Research Methods subject.

**Content** 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 on-line, organised in conjunction with supporting non-government organisations. The thesis will be externally examined.


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**Recommended Reading** To be advised by supervisor

**Class Contact** As negotiated with supervisor

**Assessment** Thesis (20,000 words), 100%.

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**ASH5001 COMMUNITY SERVICES (IDEOLOGIES IN PRACTICE)**

**Campus** Footscray Park

**Prerequisite(s)** Admission to any P/G course

**Content** The major content will cover; the epistemology and the disciplinary positioning of Social Theory/ies; the social, cultural, political, historical positioning of current social science theories; the exploration of the ideas of intellectual thinkers of the Social; the examination of theories regarding gender, ‘race’, ethnicity and indigenous knowledges; examine current debates in the context of the social sciences relating to the community services sector more generally; identify how professional knowledge is constructed. Linking theories with practice will underscore all content.


Reading packs will be provided for specific topics

**Class Contact** In selected format averaging 3 hours a week

**Assessment** Assessment one: Essay of 3,000 words chosen from selected topics (60%) Assessment two: Students will facilitate workshop of a selected topic and relate and apply to current professional context (20%) Assessment three: Student reflective journal on learning (20%)

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**ASH5002 INTEGRATING THEORY, RESEARCH AND PRACTICE IN COMMUNITY SERVICES**

**Campus** Footscray Park

**Prerequisite(s)** Community Services (Ideologies in Practice)

**Content** 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.


**Class Contact** In selected format averaging 3 hours a week  
**Assessment** Assignment one: A major piece of theoretical and practical work to be determined in negotiation with the subject co-ordinator (60%) Assignment two: Seminar presentation to be negotiated from students’ self-learning goals (40%)
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT


Recommended Reading

Class Contact
In 2006 this course will be taught by means of a study tour to Timor-Leste in June-July. In alternate years it will be taught at a City Campus for two hours per week and include one three hour study visit in Melbourne. Each enrolled student will present a tutorial paper.

Assessment
One book review, 20%; One class presentation, 20%; One essay/research project, 60%.

BA05405 SPORT FINANCE

Campus City Flinders, Footscray Park
Prerequisite(s) Nil
Content This subject aims to provide students with a sound understanding of the economic and financial parameters which surround the operation of sport organisations and the pivotal role of fundraising and budgeting in guiding a sporting organisation’s programs and activities. Balance sheets, revenue statements and cash flow statements will be studied and used to diagnose the financial health of sporting organisations and to identify workable funding and budgeting strategies. The ethical dimensions of financial management and accounting practice will also form part of the curriculum.

Required Reading
Howard, D. R. & Crompton, J. L. 1995, Financing Sport, Sport Information Technology, Morgantown, WV.

Recommended Reading
HDR0001 INTRODUCTION TO RESEARCH DESIGN AND METHODS

Campus St Albans, Footscray Park, Flinders Lane, Distance Education

Prerequisite(s) Nil

Content The content of this subject 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, ethical issues and evaluation of the research design of published papers. The subject 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, correlational and survey designs and of the corresponding methods of data analyses including descriptive and inferential statistics, correlation and regression and hypothesis testing. The qualitative research designs to be studied in some detail will be drawn from case study, ethnography, grounded theory, phenomenology, historical research, philosophical research and action research. The role of the researcher in collecting qualitative data will be discussed along with methods of analysing qualitative data.


Subject Hours Three hours per week for one semester comprising one three hour lecture/seminar or equivalent.

Assessment Projects (2 x 25%), 50%; examination, 50%. All components of assessment must be satisfactorily completed.

HEG1000 UNDERSTANDING EXPERIENTIAL LEARNING AND THEORETICAL PERSPECTIVES

Campus Footscray Park

Prerequisite(s) Nil

Content Understanding Intervention will include an investigation into the cultures, subcultures, psychology and social experience of key periods across the life span with a major focus on youth. Understanding group processes, crisis intervention and anger management, will be discussed along with strategies to encourage people to accept opportunities to reflect on their present life patterns with a bid to change them. The integration of individuals within their community, and the ethics and values relative to a range of intervention approaches utilising experiential education will be covered.


Subject Hours 39 hours for one semester in lectures, workshops or equivalent.

Assessment Two written assignments totalling 5000 words [graded] and satisfactory participation in practical components.
HEG1003 CURRENT ISSUES IN COMMUNITY ARTS

Campus Footscray Park
Prerequisite(s) Nil; or equivalent.
Corequisite HEG1000 Understanding Experiential Learning and Theoretical Perspectives; or equivalent.
Content The first part of this course will involve the demonstration of different arts education processes. This will involve both visits to schools and community groups. There will be study of community arts theory relevant to the work projects being demonstrated involving an in-depth analysis of the process of empowerment. The second part of the course 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.
Subject Hours 39 hours for one semester including lectures, workshops, or equivalent.
Assessment One written assignment of 4000 words (75%); and one oral presentation (25%).

HEG1004 COMMUNITY ARTS PROJECT MANAGEMENT

Campus Footscray Park
Prerequisite(s) HEG1000 Understanding Experiential Learning and Theoretical Perspectives; HEG1003 Current Issues in Community Arts; or equivalent.
Content The first part of this course will involve students studying arts projects involving presentation or performance in a variety of contexts and evaluating them in relation to relevant theory. Project planning, funding and management structures will be examined. Projects will be considered within an overview of the role of the arts in society. The second part of the course will involve students planning their own performance/presentation project in conjunction with a community organisation.
Subject Hours 39 hours for one semester including lectures, workshops, or equivalent.
Assessment One written assignment of 4000 words (75%); and one 15 minute oral presentation (25%).

HEG1006 YOUTH AND LITERACY CONTEXTS AND CHALLENGES

Campus Footscray Park
Prerequisite(s) HEG1000 Understanding Experiential Learning and Theoretical Perspectives; HEG1005 Youth Literacy: Theories and Strategies of Learning; or equivalent.
Content This program will provide an overview of youth programs and recent policy development in relation to youth education. It will introduce students to debates about the relationship between youth literacy, structural unemployment and the global economy, youth culture and representations of youth. It will encourage debate and social action in regard to the educational needs of ‘youth at risk’.
Subject Hours 39 hours for one semester including lectures, workshops, or equivalent.
Assessment One written assignment of 4000 words (75%); and one 15 minute oral presentation (25%).

HEG1302 VOCATIONAL EDUCATION AND TRAINING

Campus Footscray Park, Melton
Prerequisite(s) Nil
Content Participants will be involved in the analysis of case studies which show the various approaches used by schools to include vocational education pathways within their post-compulsory schooling programs. Issues concerning the design and implementation of dual recognition subjects, apprenticeships and traineeships, credit transfer, workplace learning, enterprise skills and the inclusion of Key Competencies will form the basis of the analysis. The needs and options of particular groups of students, such as girls or students living in localities of particularly high levels of unemployment will be explored.
Implementing Vocational Programs in the VCE, WESTCAP, Victoria University of Technology, Footscray Park

**Subject Hours** 18 hours of workshops and 21 hours in a school-based independent Action Research project.

**Assessment** Report of Action Research project (3500 words), 100%.

**HEG1303 RECENT DEVELOPMENTS IN CURRICULUM**

**Campus** Footscray Park, Melton

**Prerequisite(s)** Nil

**Content** Participants will work through a range of classroom applications for new or changing content in a particular key learning area. They will develop skills and strategies for planning and including these new content areas into the curriculum and learning program for their classroom.

**Required Reading** Board of Studies 1995 Curriculum and Standards Framework. Carlton: Board of Studies


**Subject Hours** 18 hours of workshops and 21 hours in a school-based independent Action Research project.

**Assessment** Report of Action Research project (3500 words), 100%.

**HEG1306 MATHEMATICS IN THE CLASSROOM**

**Campus** Footscray Park, Melton

**Prerequisite(s)** Nil

**Content** The subject will introduce teachers to current research on mathematics teaching and curriculum. Consideration will be given to the implications for curriculum design which acknowledges diversity among learners, the use of learning technologies and the reporting of learning outcomes. Participants will be given an opportunity to enhance their mathematical understanding.

**Required Reading** Board of Studies 1995 Curriculum and Standards Framework: Mathematics, Carlton: Board of Studies.


**Subject Hours** 18 hours of workshops and 21 hours in a school-based independent Action Research project.

**Assessment** Report of Action Research project (3500 words), 100%.

**HEG1307 LEARNING TECHNOLOGIES**

**Campus** Footscray Park, Melton

**Prerequisite(s)** Nil

**Content** This subject is designed for teachers who have limited knowledge of or experience with computers. Participants will be introduced to concepts which will enable them to contribute to school planning on issues involving computers, including the Internet and multimedia. The subject is practically oriented and participants will develop understanding and skills in word processing and other applications, such as importing graphics. The practical activities will enable participants to work towards the production of a curriculum program which includes the use of Learning Technologies.

**Required Reading** Notes for learning to use the software will be provided by the lecturer.


**Subject Hours** 18 hours of workshops and 21 hours in a school-based independent Action Research project.

**Assessment** Report of Action Research project (3500 words), 100%.

**HEG1308 MIDDLE YEARS OF SCHOOLING**

**Campus** Footscray Park, Melton

**Prerequisite(s)** Nil

**Content** The subject will present the findings of research in the middle years of schooling from Australian and international sources. Emphasis will be given to work undertaken in Australia by organisations such as the National Schools Network. Teachers will be required to develop, trial and report a classroom innovation in the middle years of schooling.

**Required Reading** Australian Curriculum Studies Association 1996 From Alienation to Engagement: Opportunities for Reform in the Middle Years of Schooling (three volumes). PO Box 884 Belconnen, ACT 2616: Australian Curriculum Studies Association Inc. National Schools Network 1996. Middle Years Kit. Ryde, NSW: National School Network.

**Subject Hours** One one-hour lecture and four three-hour workshops for one semester and 18 hours of workshops and 21 hours in a school-based independent Action Research project.

**Assessment** Report of Action Research project (3500 words), 100%.

**HEG1309 GENDER AND EDUCATION**

**Campus** Footscray Park, Melton

**Prerequisite(s)** Nil

**Content** Participants will review the current experiences and outcomes for girls and boys be introduced to a range of approaches to gender equity and reform used in primary and secondary schools. Strategies for developing gender inclusive and expansive curriculum and programs which address issues such as sexual harassment, alienation of boys and post school options for girls and boys will be explored. Participants will be encouraged to evaluate their schools policies and programs in relation to gender.


**Subject Hours** 18 hours of workshops and 21 hours in a school-based independent Action Research project.

**Assessment** Report of Action Research project (3500 words), 100%.
HEG1310 PORTFOLIO DEVELOPMENT

Campus Footscray Park, Melton & Sunbury
Prerequisite(s) Nil
Content This subject critically examines the practice of inquiry, and specifically the development of philosophical inquiry in education. It investigates educational practice with particular emphasis on models of practice, such the community of inquiry which foster critical and creative thinking in teachers and learners. It explores the role of philosophical thinking, issues and dialogue in responding to and developing negotiated and relevant curriculum in classrooms, and educational decision making. Particular emphasis is given to the development of philosophical understanding and pedagogy which encourages rigorous inquiry as an essential basis for social critique and conscious social action.
Subject Hours 18 hours of workshops and 21 hours in a school-based independent Action Research project.
Assessment Report of Action Research project (3500 words), 100%.

HEG1312 FULL-SERVICE SCHOOLS

Campus Footscray Park, Melton
Prerequisite(s) Nil
Content Participants will consider links between the family, the local community and the school as a site for the delivery of a range of educational and welfare services. Case studies will illustrate ways of setting up full-service schools and will consider current initiatives related to school-focused and school-based programs. Particular emphasis will be given to the relationships between teachers and other professionals who work in support of young people and their families. Consideration will also be given to ways in which young people develop understanding of the community in which they live and ways in which they can have an impact on it.
Subject Hours 18 hours of workshops and 21 hours in a school-based independent Action Research project.
Assessment Report of Action Research project (3500 words), 100%.

HEG1313 SCHOOL CHANGE

Campus Footscray Park, Melton
Prerequisite(s) Nil
Content Participants will be introduced to the extensive research concerning school reform. The work of organisations such as the National Schools Network will inform a consideration of the question, “What is getting in the way of teaching and learning?” Teachers will be introduced to strategies to review their schools’ organisational structures and work practices.
Subject Hours 18 hours of workshops and 21 hours in a school-based independent Action Research project.
Assessment Report of Action Research project (3500 words), 100%.
HEG1314 REFLECTIVE MENTORING

Campus Footscray Park, Melton
Prerequisite(s) Nil

Content The subject will explore how mentoring can be used to enhance workplace practice and understanding. Particular emphasis will be given to observing, describing and reflecting on practice. While a principal concern of the subject will be to develop mentoring as the appropriate relationship between practising teachers and student teachers, it will also examine collaborative approaches to mentoring as a way of improving classroom practice and promoting school reform.

Required Reading Western Melbourne Roundtable 1997 Teachers Write. Ryde, NSW: National Schools Network.


Subject Hours 18 hours of workshops and 21 hours in a school-based independent Action Research project.

Assessment Report of Action Research project (3500 words), 100%.

HEG1410 MINOR ACTION RESEARCH PROJECT

Campus Footscray Park, Melton
Prerequisite(s) Nil

Content In this subject participants will be required to complete an action research project on an elected focus related to their professional work. During seminars participants will learn about the action research process, receive direction and assistance in formulating an action research plan, discuss relevant current classroom activities and research findings and share the results of their own research.


Subject Hours Thirty-nine hours per semester comprising one one-hour lecture and five three-hour seminars per semester and 24 hours of supervised project work.

Assessment Action research proposal (1500 words), 33.3%; journal (3000-4000 words), 33.3%; oral or workshop presentation of findings, 33.3%.

HEG1411 ACTION RESEARCH PROJECT

Campus Footscray Park, Melton & Sunbury
Prerequisite(s) Nil


Subject Hours 36 hours via flexible delivery.

Assessment The assessment for this unit of study will be negotiated and will include the following tasks: An assignment (2000 words - 40%); A presentation on an action research project (20%); and an Action Research report (3000 words - 40%).


Subject Hours 36 hours via flexible delivery.

Assessment The assessment for this unit of study will be negotiated and will include the following tasks: An assignment (2000 words - 40%); A presentation on an action research project (20%); and an Action Research report (3000 words - 40%).

HEG1501 CURRICULUM

Campus Footscray Park, Melton & Sunbury
Prerequisite(s) Nil


Presentation of their curriculum inquiry (1000 words 30%). Written report of their curriculum inquiry (4000 words 70%).

**HEG1502 EVALUATION**

**Campus** Footscray Park Melton & Sunbury

**Prerequisite(s)** Nil

**Content** In this unit of study the theories and processes of evaluation for use in various learning settings will be presented. The meaning of evaluation and the importance of evaluation goals and objectives will be explained and various evaluation models and their appropriate use analysed. The particular evaluation processes will include experimental, goal oriented, decision focused, user oriented and responsive evaluation and the basic distinctions between formative (focusing on actual process) and summative (focussing 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.

**Required Reading**

**Subject Hours** Three hours a week for one semester.

**Assessment**
- Literature Review (3000 words), 60%; practical exercise and report (2000 words), 40%.

**HEG1504 INNOVATION**

**Campus** Footscray Park, Melton & Sunbury

**Prerequisite(s)** Nil

**Content** The 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, local and global levels; strategies for developing innovative education and training practices; professional development models for transformation; strategies for developing communities of inquiry and professional learning teams; case studies of innovation in community learning settings, workplaces and educational and training institutions.

**Required Reading**

**Subject Hours** 36 hours via flexible delivery.

**Assessment** The assessment for this unit of study will be negotiated with the learner to ensure relevance to the individual learner and their workplace. The tasks will include a literature review(1000 words - 30%); a report on an organisational innovation (3000 words- 50%); and presentation of an innovation (1000 words - 20%).

**HEG1503 TEACHING, LEARNING AND ASSESSMENT**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Corequisite(s)** For students enrolled in the Graduate Diploma in Nurse Education HDS5125 Learning and Teaching Theories in Nurse Education.

**Content** This subject reviews issues of teaching, learning and assessment in education and training contexts. It investigates contemporary models and practices of teaching, learning and assessment and the interrelationships between them. It focuses on the participants as teachers, learners and assessors and on the processes through which quality practices can be developed, established and monitored.

**Required Reading** As advised by lecturer.

**Recommended Reading**

**Subject Hours** Three hours a week for one semester.

**Assessment**
- Literature Review (1000 words), 60%; practical exercise and report (2000 words), 40%.

**HEG1553 TRAINING DESIGN AND PRACTICE 2**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** This subject builds on the content of Training, Design and Practice 1. It aims to explore the training cycle as it applies to entire training programs. Students will consider the overall training environment, and influences on the individual trainer’s practice. The
broader context within which staff development programs are developed and provided will be examined, and how this impacts on training design and practice. The needs of individual learners and learning styles will be used to inform approaches to training design. The emphasis is on practical skills, and students will build further on their training and presentation skills. Students will be required to apply action learning principles and practice to their own learning experience.

Required Reading To be Advised by Lecturer


Subject Hours Three hours per week for one semester.

Assessment Participants will undertake a workplace project based on an individual learning 40%. Investigate a range of alternative methodologies and make a presentation on the work undertaken 60%.

**HEG1541 MATHEMATICS IN EDUCATION AND TRAINING 2**

**Campus** Footscray Park

**Prerequisite(s)** HEG1540 Mathematics in Education and Training 1; or equivalent.

**Content** Students will further their knowledge of mathematics curriculum through an investigation of an aspect of their work as mathematics educators. The subject will include the topics: mathematics/numeracy program design; designing research questions in mathematics & numeracy; evaluation of mathematics and numeracy programs.

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


**Subject Hours** Three hours per week for one semester.

**Assessment** Report on an investigation of an aspect of work as a mathematics educator (5000 words), 100%.

**HEG1560 FINANCIAL MANAGEMENT**

**Campus** City Flinders, Off Campus

**Prerequisite(s)** Applicants applying for this subject will be required to demonstrate basic experience in using Information Technology.

**Content** This subject provides basic and essential knowledge of financial management in aged services. Topics covered include industry overview and financial management issues; financial implications of legislation; accounting concepts and application to aged care; introduction to management; financial reporting for aged care; accounting and computer systems for aged care; development and management of staff rosters; payroll processing and roster systems for aged care; financial planning and computer spreadsheet exercises; financial management of high and low care of residential facilities and SRS’s; financial management of community care packages; financial management of HACC services; residential care rebuild/renovations projects; operational cost savings strategies and overview of subject.


**Subject Hours** One three-hour seminar per week for one semester.

**Assessment** Assignments and practical exercises, 100%.

**HEG1570 EMPLOYEE RELATIONS**

**Campus** City Flinders, Off Campus

**Prerequisite(s)** Nil

**Content** The subject provides graduates in aged services with information and skills in industrial relations and human resource management. It explores implications of legislation for employment practices in aged care. Topics include recruitment and selection; managing employee performance; staff development on the job; negotiation skills and enterprise bargaining; leadership team building.


**Subject Hours** One three-hour seminar per week for one semester.

**Assessment** Assignment and practical exercises, 100%.

**HEG1571 HUMAN RESOURCE MANAGEMENT IN AGED SERVICES**

**Campus** City Flinders, Off Campus

**Prerequisite(s)** Nil

**Content** The subject provides graduates in aged services with information and skills in industrial relations and human resource management. It explores implications of legislation for employment practices in aged care. Topics include recruitment, selection and retention; managing employee performance; staff development on the job; negotiation skills and enterprise bargaining; leadership team building.


**Subject Hours** One three-hour lecture per week for one semester.

**Assessment** Assignment and practical exercises, 100%.

### HEG1580 COMPUTING

**Campus** City Flinders, Off Campus

**Prerequisite(s)** Nil

**Content** The subject provides an introduction to computer systems in aged services including computer hardware; computer software; aged care and services software; the Internet; introduction to Windows; file management; Word for Windows 95 (word processing); Excel 97 for Windows 95 (spreadsheet); copyright issues; privacy and ethical issues and data security.

**Recommended Reading** Study material as provided by the lecturer.

**Subject Hours** One three-hour seminar per week for one semester.

**Assessment** Class tests and assignments, 100%.

### HEG1600 TEACHING PRACTICE

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** A central part of the course during which students undertake observation of classrooms, supervised teaching practice in their method subjects and a range of school based activities designed to develop their understanding of the role of a teacher and their training competencies.

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

**Subject Hours** Minimum of 45 days during the year.

**Assessment** Schools reporting on practice.

### HEG1603 THEORY SKILLS AND PRACTICE OF SCHOOL AND CLASSROOM ORGANISATION

**Campus** Footscray Park

**Prerequisite(s)** Appropriate background in Science.


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

**Subject Hours** Two hours per week for two semesters.

**Assessment** By assignments and projects.

### HEG1604 GENERAL SCIENCE METHOD

**Campus** Footscray Park

**Prerequisite(s)** Appropriate background in Science.

**Content** 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 general science in the subject, especially as outlined through the CSF and the VCE, and other common resources in the subject area; understanding of the place of general science in the whole-school curriculum. Central concepts, and skills, relevant to general science and common understandings, interests and difficulties that students have in the area. Knowledge of operational aspects of teaching general science including, as appropriate, student safety, legal requirements of teachers and schools, use of live animals, design of facilities, management of resources requirements of, and participation in, whole-school management. Issues important in planning and teaching in the subject, including inclusiveness, individual differences, and the quality of learning for all students; links to industry, the community and life beyond school; gender issues and role expectations; transition from years 6 to 7 and years 10 to 11; use of information technologies in the classroom; assessment for learning and credentials; integrated curriculum development especially with science, numeracy, literacy and technology. Skills in evaluation and review, including the construction (or selection) and use of ‘instruments’ to collect data relevant to the planning, implementation, and outcomes of a teaching program; documentation of programs, planning and review; ‘action research’ methods; program budgeting; and working in teams within and beyond the school.

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

**Subject Hours** Three hours per week for two semesters.

**Assessment** By assignments and projects.
Campus Footscray Park

HEG1605 SENIOR SECONDARY SCIENCE METHOD

Prerequisite(s) Nil

Content 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 work-required 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 specified in the subject, especially as outlined through frameworks and/or the VCE, and other common resources in the subject area; understanding of the place of general science in the whole-school curriculum. Central concepts, and skills, within the subject, and common understandings, interests and difficulties that students have in the area. Knowledge of operational aspects of teaching in the subject including, as appropriate, student safety, legal requirements of teachers and schools, use of live animals, design of facilities, management of resources, requirements of, and participation in, whole-school management. Issues important in planning and teaching in the subject, including inclusiveness, individual differences, and the quality of learning for all students; links to industry, the community and life beyond school; gender issues and role expectations; use of information technologies in the classroom; assessment for learning and credentials. Skills in evaluation and review, including the construction (or selection) and use of ‘instruments’ to collect data relevant to the planning, implementation, and outcomes of a teaching program; documentation of programs, planning and review; ‘action research’ methods; program budgeting; and working in teams within and beyond the school.

Required Reading To be advised by lecturer.

Subject Hours Three hours per week for two semesters.

Assessment By assignments and projects.

HEG1606 BASIC MATHEMATICS METHOD

Campus Footscray Park

Prerequisite(s) Nil

Content Basic teaching skills: planning lessons and units of work; writing worksheets, tests and marking schemes; classroom management strategies; conducting activity lessons and group work; research for the range of mathematics courses offered in Victorian schools and services provided for mathematics teachers. Current issues in mathematics teaching: language and mathematics; mathematics for a changing school population; transition from primary school; girls and mathematics; calculators; Assessment; senior mathematics; problem solving and applications; learning difficulties in mathematics. Curriculum: detailed examination of aims, teaching techniques and resources for the areas of mathematics specified in the secondary mathematics guidelines and the VCE; current issues in mathematics dealt with in a practical way.

Required Reading To be advised by lecturer.

Subject Hours Three hours per week for two semesters.

Assessment By assignments and projects.

HEG1607 ADVANCED MATHEMATICS METHOD

Campus Footscray Park

Prerequisite(s) Nil

Content Using micro-computers in the mathematics classroom (software for graphing and calculations, software for class lessons and independent learning, e.g. Anugraph). Using Logo to teach mathematics - elementary Logo programming and its use in developing mathematical concepts. Children’s understanding of mathematics - common misconceptions and difficulties in number, algebra, probability and measurement. The process of mathematical thinking - a study of how people work on problems with a substantial mathematical content, developing awareness of personal problem-solving behaviour, and how to develop problem-solving ability in others. Theories of mathematics learning - Piaget, Bruner, Papert; discovery, inquiry and problem-solving approaches.

Required Reading To be advised by lecturer.

Subject Hours Three hours per week for two semesters.

Assessment By assignments and projects.

HEG1608 PHYSICS METHOD

Campus Footscray Park

Prerequisite(s) Nil

Content 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 work-required 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 specified in the subject, especially as outlined through frameworks and/or the VCE, and other common resources in the subject area; understanding of the place of the subject in the whole-school curriculum. Central concepts, and skills within the subject and common understandings, interests and difficulties that students have in the area. Knowledge of operational aspects of teaching in the subject including, as appropriate; student safety, legal requirements of teachers and schools, design of facilities, management of resources, requirements of, and participation in, whole-school management. Issues important in planning and teaching in the subject, including inclusiveness, individual differences, and the quality of learning for all students; links to industry, the community and life beyond school; gender issues and role expectations; use of information technologies in the classroom; assessment for learning and credentials. Skills in evaluation and review, including the construction (or selection) and use of ‘instruments’ to collect data relevant to the planning, implementation, and outcomes of a teaching program; documentation of programs, planning and review; ‘action research’ methods; program budgeting; and working in teams within and beyond the school.

Required Reading To be advised by lecturer.

Subject Hours Three hours per week for two semesters.

Assessment By assignments and projects.
HEG1609 CHEMISTRY METHOD
Campus Footscray Park
Prerequisite(s) Nil
Content 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 work-required 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 specified in the subject, especially as outlined through frameworks and/or the VCE, and other common resources in the subject area; understanding of the place of the subject in the whole-school curriculum. Central concepts, and skills, within the subject and common understandings, interests and difficulties that students have in the area. Knowledge of operational aspects of teaching in the subject including, as appropriate; student safety, legal requirements of teachers and schools, design of facilities, management of resources, requirements of, and participation in, whole-school management. Issues important in planning and teaching in the subject including, as appropriate; student safety, legal requirements of teachers and schools, design of facilities, management of resources, requirements of, and participation in, whole-school management. Issues important in planning and teaching in the subject, including individual differences, quality of learning for all students; links to industry, the community and life beyond school; gender issues and role expectations; use of information technologies in the classroom; assessment for learning and credentials. Skills in evaluation and review; including the construction (or selection) and use of “instruments” to collect data relevant to the planning, implementation, and outcomes of a teaching program; documentation of programs, planning and review; ‘action research’ methods; program budgeting; and working in teams within and beyond the school.
Required Reading To be advised by lecturer.
Subject Hours Three hours per week for two semesters.
Assessment By assignments and projects.

HEG1610 COMPUTER STUDIES METHOD
Campus Footscray Park
Prerequisite(s) Appropriate background in computing.
Content 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 text and materials. Techniques in assessment and reporting including work-required 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 specified in the subject, especially as outlined through frameworks and/or the VCE, and other common resources in the subject area understanding of the place of general science in the whole-school curriculum. Central concepts, and skills, within the subject and common understandings, interests and difficulties that students have in the area. Knowledge of operational aspects of teaching in the subject including, as appropriate, design of facilities, management of resources requirements of, and participation in whole-school management. Issues important in planning and teaching in the subject, including individual differences, quality of learning for all students; links to industry, the community and life beyond school; gender issues and role expectations; use of information technologies in the classroom; assessment for learning and credentials. Skills in evaluation and review; including the construction (or selection) and use of “instruments” to collect data relevant to the planning, implementation, and outcomes of a teaching program; documentation of programs, planning and review; ‘action research’ methods; program budgeting; and working in teams within and beyond the school.
Required Reading To be advised by lecturer.
Subject Hours Three hours per week for two semesters.
Assessment By assignments and projects.

HEG1611 APPLIED CURRICULUM
Campus Footscray Park
Prerequisite(s) Nil
Content This subject is designed to give students the opportunity to work on an aspect of school curriculum development and evaluation using an action research focus. Where possible the projects will be designed in conjunction with teachers in schools and in many cases are carried out in the same schools as those used by the student teachers for their teaching rounds. Student teachers generally work in small groups with support from a university lecturer and a mentor teacher from the school. The project generally relates to a method area although some projects have an integrated focus. Typically the projects involve aspects of either numeracy, literacy, information technology, science, physical education, sport, lote or esl.
Required Reading To be advised by lecturer.
Subject Hours Eight days or 48 hours over two semesters.
Assessment By assignments and projects.

HEG1612 PHYSICAL EDUCATION METHOD
Campus Footscray Park
Prerequisite(s) Appropriate background in physical education.
Content This subject will assist students to develop: understanding of the major curriculum areas within the subject, including practical and theoretical areas, and the relationship between these areas; skills and confidence in teaching and class management in various settings, curriculum planning and material resource development, and evaluating the learning process; knowledge of the changing role of sport/leisure and lifestyle in both the school and the community and the impact of this on the curriculum; developing programs for students with wide variety of abilities and experiences; an awareness of a variety of the teaching strategies available and the development of an individual teaching style. The topics covered may change depending on students’ needs and experiences. This will be negotiated by staff and students. Techniques in structuring an effective learning environment in physical education. Techniques in curriculum planning, materials development, and resource selections, including sports programs, lesson plans, the writing of units of work, and the evaluation of resource material. Techniques in evaluating the learning process including skills testing, participation rewards, fitness components, maximising successful student experiences, self-evaluation. Knowledge of the aims, approaches and resources available in the subject, especially through Frameworks and the VCE. Understanding the role of this subject within the school curriculum. Issues important in planning and teaching in the subject including individual differences, quality experiences for all students, lifelong skills, health and fitness, gender considerations, competitive sport, and safety. Major teaching topics: gymnastics, dance ball skills, athletics, outdoor education, gymnastics. The teacher: philosophy of physical education,
discipline, legal liability, first aid, safety vs. risk, the role of the physical education teacher. The students: growth and development of adolescents, health and hygiene, disabled, integration and adaptive programs, ability parameters, social, physical, psychological. Resources: ACHPER (Australian Council for Health, Physical Education and Recreation), National Heart Foundation, Department of Sport and Recreation, VicFit.

Required Reading To be advised by lecturer.
Subject Hours Three hours per week for two semesters.
Assessment By assignments and projects.

HEG1613 TEACHING ENGLISH AS A SECOND LANGUAGE
Campus Footscray Park
Prerequisite(s) According to guidelines set down by the Victorian Directorate School of Education. (Level of written and spoken English suitable as a reliable model of language in classroom settings.)
Required Reading To be advised by lecturer.
Subject Hours Three hours per week for two semesters comprising seminars and workshops.
Assessment Literature review, 35%; log book, 35%; class presentation, 30%.

HEG1614 LOTE (LANGUAGES OTHER THAN ENGLISH) STUDY, P-12
Campus Footscray Park
Prerequisite(s) As specified by the Standards Council of the Teaching Profession.
Content Language as a human and social resource. The social and educational context of languages other than English in Australia; priority languages. First and second language acquisition: developmental aspects. Past and current approaches to second language learning/teaching. Needs analysis and goals of learning. Monitoring progress and feedback. Strategies for learning and teaching. Program design and evaluation. Profiling and assessment for bilingual/multilingual learners. The development and adaptation of resources. The rationale and organisation of different types of LOTE programs; immersion programs and bilingual education.
Required Reading To be advised by lecturer.
Subject Hours Four hours per week for two semesters comprising seminars and workshops.
Assessment Literature review, 35%; log book, 35%; class presentation, 30%.

HEG1615 THE BROAD CONTEXT OF TEACHING
Campus Footscray Park
Prerequisite(s) Nil
Content The aim of this subject is to provide students with an understanding of the broad context within which schooling and teaching take place. The course will analyse the premise that schools do not exist in isolation from the society which surrounds them and will examine the social, cultural, economic and political trends which impact upon schooling and the key debates which have taken place on the nature and function of schooling over the past 100 years.

Required Reading To be advised by lecturer.
Subject Hours Two hours per week for one semester.
Assessment By assignment and projects.

HEG1652 SOCIAL CONTEXT TEACHING & LEARNING
Campus Footscray Park & Sunbury
Prerequisite(s) None
Content This unit 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 of study 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.

Class Contact 3 hours per week
Assessment Group Task - Poster/website 40%Essay - 1500 words 30% Project Report 1500 words 30% hurdle tasks (collection of teaching and learning artifacts) (Ungraded)

HEG1651 NEW LEARNING
Campus Footscray Park, Subnury
Prerequisite(s) HEG 1651 Social Context of Teaching & Learning
Content This Unit of Study will adopt an inquiry approach whereby students will explore the development and implementation of new learning in Victorian and interstate. Pre-service 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, multiliteracies, lifelong learning, new technologies (podding, blogosphere, smart mobs, network learning and virtual learning environments) and emergent socio-cultural practices.

**Required Reading**


**Recommended Reading**


Wire Magazine

**Class Contact** 3 hours per week

**Assessment**

Group Task - Poster/website 40%

Essay - 1500 words 30%

Project Report 1500 words 30%

HEG1654 APPROACHES TO TEACHING & LEARNING 2

**Campus** Footscray Park and Sunbury

**Prerequisite(s)** None

**Content** This unit of study is designed to extend and supplement the knowledge and skills developed in Approaches to Teaching and Learning 1 and the discipline studies studied in the Graduate Diploma in Secondary Education. In this unit of study Pre-service 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 it is that creates an effective learning environment and how to 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.

**Required Reading**


**Recommended Reading**


Wire Magazine

**Class Contact** 3 hours per week (plus 20 days of supervised teaching practice and 10 days Project Partnership)

**Assessment**

Group Task - lesson plan/learning theory exposition – 1000 words 40%

Classroom Management Plan - 500 words 20%

Partnership Report - 500 words 20%

Draft Professional Portfolio – 1000 words 20%

Hurdle tasks (collection of teaching and Learning artifacts) Ungraded

HEG1660 MATERIALS RESOURCE MANAGEMENT

**Campus** City Flinders, Off Campus

**Prerequisite(s)** Nil

**Content** This subject provides a broad introduction to management of the range of material resources; statutory requirements relating to safety, occupational health and maintenance and general conditions of contract; certification and accreditation in relation to the Aged Care Act 1997, including fire prevention and protection and building and design features; the legislation operating in this area, rights, responsibilities and liabilities; general principles of operation; staff roles and procedures; systems for problem anticipation and resolution; maintenance agreements, contracts and minor works in relation to plant and grounds management.

**Recommended Reading**

Study material as provided by the lecturer.
Campus Footscray Park and Sunbury
Prerequisite(s) Teaching Computing 1

Content 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 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”. 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 course 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 organization 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.

Required Reading

Recommended Reading

Class Contact 3 hours per week
Assessment Teaching Plan (500 words) 20%Unit Plan (1000 words) 30%Individual Reflection (1000 words) 30%Partnership Inquiry (500 words) 20%Hurdle tasks (collection of teaching and learning artifacts) Ungraded

Campus Footscray Park and Sunbury
Prerequisite(s) Teaching Computing 1

Content 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 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”. 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 course 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 organization 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.

Recommended Reading

Class Contact 3 hours per week
Assessment Teaching Plan (500 words) 20%Unit Plan (1000 words) 30%Individual Reflection (1000 words) 30%Partnership Inquiry (500 words) 20%Hurdle tasks (collection of teaching and learning artifacts) Ungraded
HEG1673 TEACHING ENGLISH 2

Campus Footscray and Sunbury

Prerequisite(s) Teaching English 1

Content 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 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”. 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 course 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 organization 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.

Required Reading

Recommended Reading

Class Contact 3 hours per week

Assessment Teaching Plan (500 words) 20%Unit Plan (1000 words) 30%Individual Reflection (1000 words) 30%Partnership Inquiry (500 words) 20%Hurdle tasks (collection of teaching and learning artifacts) Ungraded
HEG1675 TEACHING ENGLISH AS A SECOND LANGUAGE 2

<table>
<thead>
<tr>
<th>Campus</th>
<th>Footscray Park</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite(s)</td>
<td>Teaching English as a Second Language 1</td>
</tr>
<tr>
<td>Content</td>
<td>Teaching English as a Second Language 2 will help Pre-service teachers to develop an understanding of the following: common terminology used in the ESL field; an overview of current ESL provision; the ESL Framework; what is the nature of language; historical outline of the development of ESL methodology; grammar-translation method; direct method; audio-lingual method; the silent way; suggestopedia; community language learning; and total physical response method. 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 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”. 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 course 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 organization 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.</td>
</tr>
</tbody>
</table>

Class Contact 3 hours per week
Assessment Teaching Plan (500 words) 20%Unit Plan (1000 words) 30% Individual Reflection (1000 words) 30% Partnership Inquiry (500 words) 20% Hurdle tasks (collection of teaching and learning artifacts) Ungraded

HEG1676 TEACHING LANGUAGES OTHER THAN ENGLISH 1

<table>
<thead>
<tr>
<th>Campus</th>
<th>Footscray Park</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite(s)</td>
<td>None</td>
</tr>
<tr>
<td>Content</td>
<td>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 &amp; 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 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”. 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 course 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 organization 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.</td>
</tr>
</tbody>
</table>

Class Contact 3 hours per week
Assessment Teaching Plan (500 words) 20%Unit Plan (1000 words) 30% Individual Reflection (1000 words) 30% Partnership Inquiry (500 words) 20% Hurdle tasks (collection of teaching and learning artifacts) Ungraded

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HEG1677 Teaching Languages Other than English 2

Campus Footscray Park
Prerequisite(s) Teaching Languages Other Than English 1
Content 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 & 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 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”. 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 course will also cover the following: Techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, expositions, demonstrated 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 organization 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.

Required Reading

Recommended Reading

Assessment
Teaching Plan (500 words) 20%
Unit Plan (1000 words) 30%
Individual Reflection (1000 words) 30%
Partnership Inquiry (500 words) 20%
Hurdle tasks (collection of teaching and learning artifacts) Ungraded

HEG1678 Teaching Mathematics 1

Campus Footscray Park and Sunbury
Prerequisite(s) None
Content Through engagement with materials and interactions with colleagues in this subject 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 examine and develop an understanding of how students in secondary (and primary) schools learn mathematics; they also develop an understanding of mathematics curriculum, teaching and learning in secondary schools and the guidelines and resources available to support the implementation of mathematics curriculum. Teaching Mathematics 1 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 1 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”. 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 course 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 organization 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.

Required Reading

Recommended Reading

Class Contact 3 hours per week
Assessment Teaching Plan (500 words) 20%
Unit Plan (1000 words) 30%
Individual Reflection (1000 words) 30%
Partnership Inquiry (500 words) 20%
Hurdle tasks (collection of teaching and learning artifacts) Ungraded
HEG1679 Teaching Mathematics 2

Campus Footscray Park and Sunbury
Prerequisite(s) Teaching Mathematics 1
Content Through engagement with materials and interactions with colleagues in this subject 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 examine and develop an understanding of how students in secondary (and primary) schools learn mathematics; they also develop an understanding of mathematics curriculum, teaching and learning in secondary schools and the guidelines and resources available to support the implementation of mathematics curriculum. Teaching Mathematics 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 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”. 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 course 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 organization 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.
Class Contact 3 hours per week
Assessment Teaching Plan (500 words) 20%Unit Plan (1000 words) 30% Individual Reflection (1000 words) 30%Partnership Inquiry (500 words) 20%Hurdle tasks (collection of teaching and learning artifacts) Ungraded

HEG1680 Teaching Physical Education 1

Campus Footscray Park and Sunbury
Prerequisite(s) None
Content 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 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”. 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 course 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 organization 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.
Class Contact 3 hours per week
Assessment Teaching Plan (500 words) 20%Unit Plan (1000 words) 30% Individual Reflection (1000 words) 30%Partnership Inquiry (500 words) 20%Hurdle tasks (collection of teaching and learning artifacts) Ungraded
HEG1681 TEACHING PHYSICAL EDUCATION 2

**Campus** Footscray Park and Sunbury

**Prerequisite(s)** Teaching Physical Education 1

**Content** 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 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”. 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 course 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 organization 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.

**Required Reading**
- **Recommended Reading**

**Websites**
- www.achper.com.au
- www.brightfutures.org/physicalactivity

**Class Contact** 3 hours per week

**Assessment**
- Teaching Plan (500 words) 20%
- Unit Plan (1000 words) 30%
- Individual Reflection (1000 words) 30%
- Partnership Inquiry (500 words) 20%

20%Hurdle tasks (collection of teaching and learning artifacts) Ungraded

HEG1682 TEACHING SCIENCE 1

**Campus** Footscray Park and Sunbury

**Prerequisite(s)** None

**Content** 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 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”. 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 course 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 organization 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.


**Class Contact** 3 hours per week

**Assessment**
- Teaching Plan (500 words) 20%
- Unit Plan (1000 words) 30%
- Individual Reflection (1000 words) 30%
- Partnership Inquiry (500 words) 20%

20%Hurdle tasks (collection of teaching and learning artifacts) Ungraded

HEG1683 TEACHING SCIENCE 2

**Campus** Footscray Park and Sunbury

**Prerequisite(s)** Teaching Science 1

**Content** 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 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”. 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 course will also cover the following: Techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, demonstration, coaching, audiovisual and computer assisted techniques, role play, negotiation. Techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials.

Techniques in assessment and reporting, including learning outcome approaches and descriptive reporting; the construction and use of tests, observation schedules, and exercises such as concept mapping; the establishment of criteria of quality of performance; the organization 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.

Required Reading


Recommended Reading


Class Contact 3 hours per week

Assessment

Teaching Plan (500 words) 20%Unit Plan (1000 words) 30%Individual Reflection (1000 words) 30%Partnership Inquiry (500 words) 20% Hurdle tasks (collection of teaching and learning artifacts) Ungraded

HEG1685 TEACHING STUDIES OF SOCIETY AND THE ENVIRONMENT 2

Campus Footscray Park and Sunbury

Prerequisite(s) None

Content

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 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". 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 course 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 organization 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.

Required Reading


Recommended Reading


Class Contact 3 hours per week

Assessment

Teaching Plan (500 words) 20%Unit Plan (1000 words) 30%Individual Reflection (1000 words) 30%Partnership Inquiry (500 words) 20% Hurdle tasks (collection of teaching and learning artifacts) Ungraded
mapping; the establishment of criteria of quality of performance; the organization 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.

**Required Reading**


**Recommended Reading**


**Class Contact** 3 hours per week

**Assessment**

Teaching Plan (500 words) 20%Unit Plan (1000 words) 30%Individual Reflection (1000 words) 30% Partnership Inquiry (500 words) 20%Hurdle tasks (collection of teaching and learning artifacts) Ungraded

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**HEG1686 TEACHING TECHNOLOGY 1**

**Campus** Footscray Park

**Prerequisite(s)** None

**Content** 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. For example, pre-service teachers will examine the themes of information, materials and systems.

Teaching Technology Studies 1 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". 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 course 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 organization 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.

**Required Reading**


**Recommended Reading**


**Class Contact** 3 hours per week

**Assessment**

Teaching Plan (500 words) 20%Unit Plan (1000 words) 30% Individual Reflection (1000 words) 30% Partnership Inquiry (500 words) 20% Hurdle tasks (collection of teaching and learning artifacts) Ungraded

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**HEG1687 TEACHING TECHNOLOGY 2**

**Campus** Footscray Park

**Prerequisite(s)** Teaching Technology Studies Technology 1

**Content** 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. For example, pre-service teachers will examine the themes of information, materials and systems.

Technology 1 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". 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 course 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 organization 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.
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Class Contact 3 hours per week
Assessment Teaching Plan (500 words) 20%Unit Plan (1000 words) 30% Individual Reflection (1000 words) 30% Partnership Inquiry (500 words) 20% Hurdle tasks (collection of teaching and learning artifacts) Ungraded

HEG1689 EXTENDED DISCIPLINE STUDY 2

Campus Footscray Park and Sunbury
Prerequisite(s) Extended Discipline Study 1

Content: 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 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 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”. 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 course 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 organization 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.


Class Contact 3 hours per week
Assessment Teaching Plan (500 words) 20%Unit Plan (1000 words) 30% Individual Reflection (1000 words) 30% Partnership Inquiry (500 words) 20% Hurdle tasks (collection of teaching and learning artifacts) Ungraded
re relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.


Recommended Reading To be advised by the lecturer.

Class Contact 3 hours per week
Assessment Teaching Plan (500 words) 20%Unit Plan (1000 words) 30% Individual Reflection (1000 words) 30% Partnership Inquiry (500 words) 20% Hurdle tasks (collection of teaching and learning artifacts) Ungraded

HEG1691 TEACHING VOCATIONAL EDUCATION & TRAINING 2

Campus Footscray Park
Prerequisite(s) Teaching Vocational Education and Training 1
Content 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 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”. 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. This course will also include 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 organization 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.


HEG1692 TEACHING MUSIC 1

Campus Sunbury
Prerequisite(s) None
Content 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 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”. 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. This course 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 organization 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.


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assessments. Knowledge of the aims, approaches and resources organization and use of student self-assessment and peer mapping; the establishment of criteria of quality of performance; the tests, observation schedules, and exercises such as concept approaches and descriptive reporting; the construction and use of techniques in assessment and reporting, including learning outcome work, and the evaluation of available texts and materials.

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 organization 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.

Required Reading


Recommended Reading


Class Contact 3 hours per week

Assessment Teaching Plan (500 words) 20%Unit Plan (1000 words) 30% Individual Reflection (1000 words) 30% Partnership Inquiry (500 words) 20% Hurdle tasks [collection of teaching and learning artifacts] Ungraded

HEG1694 TEACHING STUDENT WELFARE 1

Campus Footscray Park

Prerequisite(s) None

Content 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 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”. 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 course 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 organization 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.

Required Reading


Recommended Reading


Class Contact 3 hours per week

Assessment Teaching Plan (500 words) 20%Unit Plan (1000 words) 30% Individual Reflection (1000 words) 30% Partnership Inquiry (500 words) 20% Hurdle tasks [collection of teaching and learning artifacts] Ungraded
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 course 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 organization 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.


**Class Contact** 3 hours per week

**Assessment** Teaching Plan (500 words) 20% Unit Plan (1000 words) 30% Individual Reflection (1000 words) 30%Partnership Inquiry (500 words) 20% Hurdle tasks (collection of teaching and learning artifacts) Ungraded

**HEG1703 SUPERVISING STUDENT RESEARCH**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** Supervising student research is a specialised form of teaching with its own assumptions, expectations, rules and responsibilities. Research projects are used at all levels of tertiary education to develop higher cognitive skills, to develop information literacy and to encourage student autonomy in learning. Postgraduate research programs typically involve a prolonged, intense, one-to-one relationship between supervisor and student, while undergraduate projects are typically shorter, less intense and often involve group work. Each of these models presents challenges to both supervisor and student in the areas of supervision and assessment. This subject focuses on the range of specialist skills required for supervision and assessment of student research projects. It also considers strategies for fostering a research culture in the workplace.


**Subject Hours** Three hours per week for one semester.

**Assessment** Summative assessment for this subject will be based on a critically reflective account of a case study of a student research project (4000 - 5000 words).

**HEG2001 MANAGEMENT OF EXPERIENTIAL LEARNING SITES**

**Campus** Footscray Park

**Prerequisite(s)** HEG1000 Understanding Experiential Learning and Theoretical Perspectives; or equivalent.

**Content** This subject will investigate good organisational practice in the establishment of policy framework for service and program delivery in relation to specialist populations. 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.


**Subject Hours** 39 hours for one semester in lectures, workshops, or equivalent.

**Assessment** Two written assignments the equivalent of 5000 words (graded) and satisfactory participation in practical components.
HEG2002 PROFESSIONAL PRACTICE

Campus Footscray Park
Prerequisite(s) HEG1000 Understanding Experiential Learning and Theoretical Perspectives; First Aid Level 2; or equivalent.
Co requisite HEG2001 Management of Experiential Learning Sites; or equivalent

Content In addition to the professional placement the content of this subject will explore an holistic response to consumer issues and needs. Focus will be on the policy and protocols in relation to referral and case management for the agency at the centre of the industry placement and an investigation into the nexus and tensions between policy and practice.


Subject Hours Professional placement of 20 days and the equivalent of industry seminars at 1 hour a week.

Assessment Two written assignments totalling 5000 words (graded) and satisfactory participation in professional placement.

HEG2200 TESOL METHODOLOGY

Campus Footscray Park
Prerequisite(s) Qualified teachers with a recognised degree or diploma of at least three years duration post VCE (HSC) and at least one year of teacher training, or an approved equivalent, plus one year teaching experience.

Content This subject 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 are analysed, while integration of the four macro-skills with grammar, vocabulary and non-verbal communication is discussed. Other topics to be treated include needs analysis, the assessment of communicative competence and syllabus design.


Subject Hours Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop.

Assessment 1 class assignment of 500 words, 10%; 1 class assignment of 1000 words, 20%; 1 written assignment of 1000–2000 words, 35%; 1 written assignment of 1500 words, 35%.

HEG2202 PROFESSIONAL PRACTICE – TESOL

Campus Footscray Park
Prerequisite(s) The completion, or near-completion, of HEG2200 TESOL Methodology and a level and competence in English so that a reliable model of spoken and written English in the classroom is provided.

Content This subject will involve a 22 day placement in a post-primary teaching context under the supervision of a supervising teacher if the candidate has less than three years’ teaching experience in the English as a Second Language field. It is expected that competence will be developed in the following areas: appropriate planning, implementation and evaluation of lessons; assessment and response to students’ needs, expectations and interests and their competence in English; evaluation, utilisation and modification of a range of teaching resources; modification and documentation of students’ development in English and critical self-evaluation. It is also expected that participants will demonstrate independent planning, ability to adapt existing materials into a unit of work involving a range of teaching strategies and activities appropriate for students with disparate language proficiency and the completion of a series of research activities to provide insight into successful classroom practice.

Required Reading As this is a field placement subject, no

Required Reading is recommended as students will be in a variety of settings.


Subject Hours Twenty-two (22) days.

Assessment A professional practice portfolio of teaching strategies and research activities (5,000 words or equivalent), 100%.

HEG2204 LITERACY METHODOLOGY

Campus Footscray Park
Prerequisite(s) Nil

Content This subject 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 style brought by new learning technologies. Opportunity will be available for practical experience in online participation within the subject. This experience in turn contributes to understanding ways to develop literacy programs and teaching materials that utilise computer mediated communication systems.

**Required Reading**


**Recommended Reading**


**Subject Hours**

Three hours per week or equivalent for one semester comprising lectures, workshops or online delivery. Online access to course materials will be available as an option to students to supplement lectures and interested students could access a subject home page, obtain web-based email accounts and maintain email contact with staff and students.

**Assessment**

Class assignments (1500 words), 30%; written assignments (3500 words), 70%.

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**HEG2205 ADVANCED LITERACY METHODOLOGY**

**Campus** Footscray Park

**Prerequisite(s)** HEG2204 Literacy Methodology; or equivalent.

**Content**

This subject offers an extension and enhancement of the knowledge and skills acquired in HEG2204 Literacy Methodology. Detailed consideration will be given to curriculum design and implementation within the contexts of government policy and accreditation frameworks (with critical reference to influences such as competency based training), current research and development into preferred pedagogy, and emerging professional/industrial circumstances. In addition, the connection between reading, writing and oral literacy, and other forms such as numeracy, technological, visual, and informational literacy will be explored.

Consideration will also be given to a critical examination of the developing complexity placed on the individual learner to access an increasing variety of resources not mediated by the classroom teacher.

**Required Reading**


**Recommended Reading**


**Subject Hours**

Three hours per week or equivalent for one semester comprising lectures and workshops.

**Assessment**

Class assignments (1500 words), 30%; written assignments (3500 words), 70%.

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**HEG2210 PROFESSIONAL PRACTICE - LITERACY**

**Campus** Footscray Park

**Prerequisite(s)** The completion, or near-completion, of HEG2204 Literacy Methodology and a level and competence in English so that a reliable model of spoken and written English in the classroom is provided.

**Content**

This subject will involve a 22 day placement in a post-primary teaching context under the supervision of a supervising teacher if the candidate has less than three years’ teaching experience in the Literacy field. It is expected that competence will be developed in the following areas: appropriate planning, implementation and evaluation of lessons; assessment and response to students’ needs, expectations and their competence in English; evaluation, utilisation and modification of a range of teaching resources; modification and documentation of students’ development in English and critical self-evaluation. It is also expected that participants will demonstrate independent planning, ability to adapt existing materials into a unit of work involving a range of teaching strategies and activities appropriate for students with disparate language proficiency and the completion of a series of research activities to provide insight into successful classroom practice.

**Required Reading**

As this is a field placement subject, no

**Required Reading** is recommended as students will be in a variety of settings.

**Recommended Reading**


**Subject Hours**

Twenty-two (22) days.

**Assessment**

A professional practice portfolio of teaching strategies and research activities (5,000 words or equivalent), 100%.
HEG2211 TECHNIQUES IN TESOL
Campus Footscray Park
Prerequisite(s) HEG2200 TESOL, Methodology, or equivalent.
Content This subject offers an extension and enhancement of the skills and knowledge acquired in TESOL Methodology. Particular emphasis will be placed on classroom processes and strategies as well as reflective practice. Topics will include the integration of skills, group dynamics, the influence of gender, curriculum development and the use of technology for language teaching. The interface of ESL and literacy will be explored and the principles underpinning workplace delivery.
Subject Hours Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop.
Assessment 1 written assignment of 1000–1500 words, 30%; 1 written assignment of 1500 words, 30%; research project, 1500 words, 40%.

HEG2417 YOUNG PEOPLE AND SOCIAL POLICY
Campus Footscray Park
Content The subject 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.
Subject Hours Thirty Nine Hours for one semester
Assessment A group presentation giving analysis of a specific area of youth policy 40%, A paper of 3000 words proving a critical and contextual analysis of a specific area of youth policy.

HEG2418 PROFESSIONAL PRACTICE FOR YOUTH DEVELOPMENT
Campus Footscray Park
Content This subject 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.
HEG4220 ADVANCED MULTIMEDIA & WEB PROGRAMMING

Campus Footscray Park

Prerequisite(s) HEG4217 Interactive Multimedia or equivalent.

Content This course is designed to explore recent innovations in web-based multimedia for publishing materials on the WorldWide Web. The course will move from the basics of animation through the use of graphics, integrating video, audio and on to advanced interactive multimedia features provided by Flash/Director in creating highly interactive interface designs. It will also provide opportunities to work in team environment in designing curriculum materials and educational projects and carrying them through to completion.

Required Reading Software learning notes will be provided by the lecturer.

Recommended Reading James L Mohler, Graphics, Animation and Interactivity, Delmar learning, 2002

Recommended Reading Phil Gross, Jason Roberts. Director & Destabilised, Macomedia Press, 2000.

Subject Hours Three hours per week over one semester.

Assessment Web project, 80%; documentation, 20%.

HEG4222 INTERACTIVE WEB DESIGN & PUBLISHING

Campus Footscray Park

Prerequisite(s) HEG4221 Internet Applications or equivalent.

Content Participants will learn how to create hybermedia documents in HTML, the formatting language used by the WorldWideWeb and acquire skills in Basic webdesign with a focus on coding web pages.

Required Reading Software learning notes will be provided by the lecturer.


Subject Hours Three hours per week over one semester.

Assessment Website development 60%, Lab Exercise 40%.

HEG5001 APPROACHES TO LEARNING

Campus Footscray Park

Prerequisite(s) Nil

Content This unit of study will locate individual learning and teaching experiences in broader socio political and psychological frameworks. As such it will focus 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, 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. Students will engage actively in learning and teaching experiences in the unit of study 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.


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HEG5002 EDUCATIONAL LEADERSHIP

Campus Footscray Park, Melton & Sunbury

Prerequisite(s) Nil

Content 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?

Required Reading

Recommended Reading

Subject Hours 36 hours via flexible delivery.

Assessment Reflection on autobiography or biography of a leader (500 words – 10%). Analysis of formal and informal leadership in an education organisation (1000 words – 30%). Report on a leadership question or issue (1500 words – 60%).

HEG5003 MANAGING SITES FOR TEACHING AND LEARNING

Campus Footscray Park, Melton & Sunbury

Prerequisite(s) N/A

Content 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.

Required Reading 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.

HEG5004 EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY

Campus Footscray Park, Melton & Sunbury

Prerequisite(s) HEG 5003 Experiential Learning Outdoors: Theories and Practice

Content 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 program content for the specific clients and environments, selecting and sequencing activities including risk analysis and management. Identify own leadership skills and develop practical skills and experience.


Recommended Reading


**Subject Hours** 36 hours

**Assessment** Reflective journal (30%). Presentation on a negotiated topic (30%). Review of the literature (3000 words, 40%).

**HEG5005 MANAGING SITES FOR TEACHING AND LEARNING**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** 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.

**Required Reading**

**Recommended Reading**

**Subject Hours** 36 hours via flexible delivery

**Assessment** Students will undertake a project based case study that will be based in their workplace or a simulated organisation. Students will be required to complete a project (5000 word - 100%) that will include the following: A review of literature that identifies good practice in relation to their organisation. A case study of the organisation that will include program outlines, staff induction, action research evaluation and critical incident policies and debriefing processes.

**HEG5006 TRAINING DESIGN AND PRACTICE**

**Campus** Footscray Park, Melton & Sunbury

**Prerequisite(s)** Nil

**Content** 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.

**Required Reading** 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.

**HEG5008 MENTORING AND COACHING IN THE WORKPLACE**

**Campus** Footscray Park, Melton & Sunbury  
**Prerequisite(s)** HEG5007 Facilitating Learning Organisations  
**Content** 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.  
**Required Reading**  
**Recommended Reading**  
**Subject Hours** 36 hours via flexible delivery.  
**Assessment** Assessment for this unit of study will be inquiry based and negotiated with students. It will be in two parts: Lead a group discussion based on a reading (30%). Analysis of a workplace learning program (4000 words - 70%).

**HEG5010 PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY**

**Campus** Footscray Park, Melton & Sunbury  
**Prerequisite(s)** Nil  
**Content** The content will focus on students exploring the issues and practices of operating a professional consultancy practice servicing the education and training sectors and 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.  
**Required Reading**  
**Recommended Reading**  


Subject Hours 36 hours via flexible delivery

Assessment It is expected that students will independently or collaboratively complete the assessment assignments for this unit of study. An Operational Plan for a Professional Consulting Practice in Education. (2500 words – 50%). A proposal to a client for educational services. (2500 words – 50%)

HEG5011 REFORMING PEDAGOGY

Campus Footscray Park, Melton & Sunbury

Prerequisite(s) Nil

Content 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; multiliteracies and their impact on teaching and learning; the cultural and social background of learners; age, gender, race sensitive pedagogy; learner responsive pedagogy; theories of learning and their impact on teaching practice; subject specific pedagogies; role and agency of teachers and learners and curriculum structures and frameworks.


Subject Hours 36 hours via flexible delivery.

Assessment Typically the assessment would involve individual and/or group presentations and written documentation suitable for presentation or publication for an audience relevant to their professional context. The learning outcomes for the subject will be used as criteria for assessment. Presentations (30%). Written documentation (4000 words – 70%).

HEG5012 PROMOTING MATHEMATICS UNDERSTANDING

Campus Footscray Park, Melton & Sunbury

Prerequisite(s) Nil

Content 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 that are relevant to their professional setting (from preschool to adult and workplace settings). Content will be negotiated with students and may include the following inquiries: promoting mathematical understanding; making connections and constructing relationships in mathematics and for mathematics learning; generating mathematical thinking; explaining, justifying and evaluating mathematical thinking; developing numeracy or mathematical literacy; improving student engagement; new developments in mathematics curriculum and teaching practice; intervention; workplace learning of mathematics; mathematics for social action; mathematics as social activity; equity and social justice in mathematics learning; and, curriculum and professional leadership of mathematics.


Subject Hours 36 hours via flexible delivery.

Assessment Assessment will be negotiated with the students and will be inquiry based. They will involve: individual and/or group presentations (30%), and a written report for a professional audience (4000 words – 70%).

HEG5013 TEACHING AND LEARNING WITH ICT

Campus Footscray Park, Melton & Sunbury

Prerequisite(s) Computer Literacy: Familiarity with Windows2000/Xp operating system, Internet browser, Electronic Mail, Word processing and file management.

Content Educators, Teachers and Trainers are expected to have the skills required to design, implement and evaluate the information and communication technologies appropriate to their classrooms.
and workplace. They need an overview of the issues, pedagogies and skills which can guide their assessment and use of ICT tools in classroom or workplace. This unit of study provides an introduction to the Internet and related technologies and how they can be used as instructional tools. A survey of several ICT tools and their capabilities will be discussed. Students will learn how teaching and learning environments can be enhanced by focusing on different approaches to using ICT technologies. Issues such as acceptable use policies, censorship, copyright and other social issues important to selecting, gathering and developing curriculum will also be discussed.

Required Reading

Will be provided by the lecturer on WebCT.

Recommended Reading


Subject Hours 36 hours

Assessment

Students will be required to complete one research project and a set of assignments: Participation in classroom and online discussions (20%). Assignments (2000 words or equivalent - project and a set of assignments: Participation in classroom and online discussions. Students will be required to complete one research project and a set of assignments: Participation in classroom and online discussions (20%). Assignments (2000 words or equivalent - 40%). Research Project (2000 words or equivalent - 40%).

HEG5014 APPROACHES TO CAREER EDUCATION

Campus Footscray Park, Melton & Sunbury

Prerequisite(s) Nil

Content

The unit of study will provide an introduction to a series of themes around the notions of society, industry and work, leading to an exploration of pathways to careers and effective citizenship. It will critique current policies and programs for career education.

Three key areas of career development will form the basis of this unit of study: personal management, learning and work exploration, and career building. Topics for study will include work readiness, counselling, self-efficacy, vocational testing, labour market trends, career education programs and evaluation frameworks, theories of career development across the life span and career decision-making.

Required Reading


Recommended Reading

HEM6101 THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE

Campus Footscray Park
Prerequisite(s) Nil

Content 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 the education and training in the context of the crises of economic globalisation. The theories will include: the progressivist tradition – Dewey, Rogers, Graves, Knowles, Ivan Illich; The Behaviourists and their Critics: Skinner, Tiler, Fordism; Postfordism 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, Subjectivity 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.


Subject Hours 36 hours
Assessment An essay exploring theories of education (4000 words - 70%). An oral presentation, including facilitation of a discussion (1000 words – 30%).

HEM6102 WORKPLACE RESEARCH PROJECT

Campus Footscray Park
Prerequisite(s) HEM6100 Education Research Design and Methods

Content The student will work independently on a research project related to their professional practice. The topic and methods chosen should enable the project to be completed in the time available (one semester full-time or equivalent). A draft proposal for the Workplace Research Project will normally be completed in Education Research Design and Methods and will be finalised with the supervisor. The student must gain approval to conduct their project in their workplace and demonstrate that they can conduct the project ethically. The student will be expected to clearly articulate a problem, locate and review relevant and current theoretical and practical literature, apply methods of data collection and analysis studied previously in the Master of Education, and produce a report of their project using a high standard of English.

Required Reading To be advised though consultation with the supervisor.

Recommended Reading To be determined by the student according to their research topic.

Assessment TBA

HEM1655 RESEARCH METHODOLOGY IN EDUCATION AND TRAINING (OFFSHORE ONLY)

Campus Vietnam
Prerequisite(s) Nil

Content The nature and purpose of research in education and training in Australia and overseas, the role of the researcher, ethics and standards issues, stages of a research project, quantitative and qualitative research paradigms, the conceptual framework of research, formulating research questions and hypotheses, techniques for data collection and analysis, SPSS, sampling, case study, action research, surveys and considerations in reporting research.


Subject Hours Three hours per week over one semester.
Assessment For participants following the minor thesis route: a research proposal (5,000 words), 100%. For participants following the course work route: an approved assignment related to research literature (5,000 words), 100%.

HEM1659 MINOR THESIS (FULL-TIME)

Campus Footscray Park
Prerequisite(s) or Corequisite(s) HEM1655 Research Methodology in Education and Training; or equivalent.

Content The participant 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 participant 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 participant to develop a methodology and to apply it to an appropriate problem or situation. The participant will be allocated one supervisor who will normally hold a degree at Master’s level or above.

Required Reading To be advised.

Recommended Reading To be determined by the participant in consultation with their supervisor.

Subject Hours Independent research in addition to regular meetings with the supervisor.
Assessment The minor thesis will be a paper of no less than 15,000 nor 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 subject to specified minor amendments being made; (c) deferred for resubmission subsequent to major revision; or (d) failed.

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HER0001 INTRODUCTION TO RESEARCH DESIGN AND METHODS

Campus Footscray Park, St Albans, City Flinders Lone, Distance Education

Prerequisite(s) Nil

Content The content of this subject will provide an introduction to research methods and design for the social sciences. This will include a review of research methods and ways of knowing, quantitative and qualitative paradigms, questionnaire design and evaluation, validity and reliability of research designs, ethical issues and evaluation of the research design of published papers. The subject will also include an introduction to sampling and methods of data collection and analysis for qualitative and quantitative research. The study of quantitative methods will focus on experimental, correlational and survey designs and of the corresponding methods of data analyses including descriptive and inferential statistics, correlation and regression and hypothesis testing. The qualitative research designs to be studied in some detail will be drawn from case study, ethnography, grounded theory, phenomenology, historical research, philosophical research and action research. The role of the researcher in collecting qualitative data will be discussed along with methods of analysing qualitative data.

Required Reading As advised by lecturer.


Subject Hours Two hour seminar and one hour tutorial per week for one semester.

Assessment A research proposal, or approved assignments related to research literature and processes in professional practice (3000 words for Graduate Diploma students; 5000 words for Masters students) 100%.

HERB000 RESEARCH THESIS (FULL-TIME)

Campus Footscray Park

Prerequisite(s) Nil

Content This subject, 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.

Required Reading To be advised by supervisor.

Subject Hours Independent research in addition to regular meetings with the supervisor.

Assessment The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.

HERS001 RESEARCH THESIS (PART-TIME)

Campus Footscray Park

Prerequisite(s) Nil

Content This subject, 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.

Required Reading To be advised by supervisor.

Subject Hours Independent research in addition to regular meetings with the supervisor.

Assessment The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.

HERB507 RESEARCH THESIS (FULL-TIME)

Campus Footscray Park, Sunbury

Prerequisite(s) Satisfactory completion of the coursework

Content 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 out strategic and practical implications for the enhancement of professional practice.

**Recommended Reading** As advised by supervisors.

**Subject Hours** Independent research in addition to regular meetings with supervisor and co-supervisor.

**HER8509 RESEARCH THESIS (PART-TIME)**

**Campus** Footscray Park, Sunbury

**Prerequisite(s)** Satisfactory completion

**Content** A dissertation proposal will be developed and defended in a first review process. An ethics applications 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 out strategic and practical implications for the enhancement of professional practice.

**Recommended Reading** As advised by supervisors.

**Subject Hours** 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 participant’s profession in the role of mentor.

**HER8510 POLICY CONTEXT OF PROFESSIONAL PRACTICE**

**Campus** Footscray Park, offshore partnership locations.

**Prerequisite(s)** Nil

**Content** 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.


**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.

**HER8511 EDUCATION, TRAINING AND THE ECONOMY**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** This subject examines the links between educational policy and the political economy of Australia and other countries. The key differences between the approaches to education and training in the countries are investigated. Differences between countries are considered in relation to a framework of global economics. The subject includes an exploration of the relevant knowledge of the political economy and educational policy in individual workplaces.

**Required Reading** As advised by the lecturer.

HER8513 INVESTIGATING PROFESSIONAL PRACTICE 1

Campus Footscray Park
Prerequisite(s) Nil
Content Investigating Professional Practice 1, focuses on action research as a method for investigating professional practice and workplace issues that impact on participants. Participants will be introduced to the history, traditions and philosophy of action research, especially as it applies in educational research, action learning, and the development of professional practice. Epistemologies underpinning action research and conventional research methodologies are considered. A small action research project into professional practice or a related issue will be carried out during the course of the semester as an assessment task.

Recommended Reading


Subject Hours 36 hours for one semester comprising a series of lectures, case study presentations and workshop sessions.

Assessment A 5000-word report of the action research project 70% will be allotted according to the quality of the research and the written reports and 30% on the basis of oral presentations. If it is difficult or inappropriate to carry out such a project at your place of work a different location can be negotiated.

HER8514 INVESTIGATING PROFESSIONAL PRACTICE

Campus Footscray Park
Prerequisite(s) Nil
Content The notion of ‘professional development’ takes on different discourses of work and professionalism and terms such as ‘professional development’, ‘staff development’, ‘professional education’ and ‘in-service education’ are blurred in everyday usage. Words such as ‘delivery’, ‘competencies’ and ‘outcomes’ reflect discourses of learning by transmission. A growing literature emphasises the importance of critical reflection, collegiality and action learning in the development of educators. This subject will seek to develop understandings of the contexts of professional practice in relation to theories of learning and pedagogy. Policies which relate it to system priorities and the socio-political context will be discussed. 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.

Recommended Reading


Subject Hours 36 hours for one semester comprising a series of lectures/seminars and intensive workshop sessions.

Assessment Students will be required to plan their own professional development from the literature studied in a 5000-word report.
HER8515 INVESTIGATING PROFESSIONAL PRACTICE 2
Campus Footscray Park
Prerequisite(s) Nil
Content This subject builds on HER8514. Participants will undertake a study of professional practice in their own or a related workplace. The participant, under supervision, will conduct an action research study designed not only to identify the competencies needed to fulfil the professional role but also to suggest ways of professionally developing the role. The participants will also focus on preparation for the thesis stage of their program.
Subject Hours 36 hours for one semester comprising a series of seminars/lecturers and a set of intensive workshops.
Assessment A 5000-word report on the action research study which emphasises possible approaches to professional development.

HER 8514 INVESTIGATING PROFESSIONAL PRACTICE
Campus FP, and partnership locations
Prerequisite(s) Nil
Content Action research; history; traditions; philosophy; methodology; research; application of action research to professional practice; applied study
Required Reading As advised by the lecturer.
Class Contact 39 hours throughout the semester
Assessment This description should be as specific as possible and indicate the achievement level for each Core Graduate Attribute attached to each assessment task. In the case of examinations, the duration and any special conditions should be outlined, and for assignments/essays the relevant word limit. A report on the action research project - 5000 words – two thirds of the assessment. A class presentation on a research proposal for a workplace project/thesis - equivalent to 2,500 words- one third of the assessment.

HER8519 WORKPLACE PROJECT (MASTERS)
Campus FP, and partnership locations
Prerequisite(s) Satisfactory completion of the coursework
Content As negotiated with the supervisor, a project of use and value to the student and to their work. The student will negotiate the thesis topic with the university and their employer, with a formal learning contract and disclaimer for the project. The project is the property of the student.
Required Reading As recommended by the project mentor
Recommended Reading As discussed with supervisor and identified by student
Class Contact Research seminars, scheduled meetings with project mentor, time allocation as per negotiated work load.
Assessment This description should be as specific as possible and indicate the achievement level for each Core Graduate Attribute attached to each assessment task. In the case of examinations, the duration and any special conditions should be outlined, and for assignments/essays the relevant word limit. Production and presentation for examination of a workplace project of 15,000 – 20,000 words. Examination by two examiners, one internal, one external, in the field of the project.

HER8520 WORKPLACE PROJECT A (DOCTORAL)
Campus FP, and partnership locations
Prerequisite(s) completion of the course work subjects to an average of H2A
Content Issues in professional practice; workplace/work based learning; research theories; project design to improve professional practice; mode 2 knowledge in transdisciplinary social and economic contexts; utilisation of academic and 'industrial' resources and values
Required Reading as negotiated and identified by the supervisor and student
Required Reading As recommended by the lecturer and resourced by the students
Class Contact 39 hours per semester
Assessment This description should be as specific as possible and indicate the achievement level for each Core Graduate Attribute attached to each assessment task. In the case of examinations, the duration and any special conditions should be outlined, and for assignments/essays the relevant word limit. A report on the research study which emphasises possible approaches to professional development. – 5000 words representing two thirds of the assessment. A class presentation on a research proposal for a workplace project/thesis - equivalent to 2,500 words- one third of the assessment.
HER8521 WORKPLACE PROJECT B (DOCTORAL)

Campus FP, and partnership locations
Prerequisite(s) completion of the course work subjects to an average of H2A
Content Issues in professional practice; workplace/work based learning; research theories; project design to improve professional practice; mode 2 knowledge in transdisciplinary social and economic contexts; utilisation of academic and ‘industrial’ resources and values
Required Reading As negotiated and identified by the supervisor and student
Lee, A. (1998) 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.

HER4100 LEARNING MATTERS AT VICTORIA UNIVERSITY

Campus Footscray Park, Melton & Sunbury
Prerequisite(s) Nil
Content 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, student progress and pathways. Postcompulsory 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.
Lee, A. (1998) 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.

Class Contact Regular meetings with learning set members and with supervisor. Attendance at seminars and workshops.
Assessment This description should be as specific as possible and indicate the achievement level for each Core Graduate Attribute attached to each assessment task. In the case of examinations, the duration and any special conditions should be outlined, and for assignments/essays the relevant word limit.
Examination by two external examiners, with professional expertise in the area of the thesis topic and professional field. Examiners may be international.
HET4102 LEARNING AND DIVERSITY

Campus Footscray Park, Melton & Sunbury

Prerequisite(s) HET4101 Negotiating Learning

Content The content of this unit of study will be negotiated with students depending on their prior learning and professional experience. It will be based on the following topics: The diverse background of students: socio-cultural, age, locational, educational, language etc; Teaching strategies and approaches which respond to and engage students from diverse backgrounds; learning approaches and preferences of students from diverse backgrounds; and the cultural identities of teachers and learners and their effects on teaching and learning.

Required Reading Kalantzis, M., Cope, B. 2000. Towards an inclusive and international higher education, in R King, D Hill, B Hemmings (eds), University and diversity, Keon, Wagga Wagga.


Subject Hours 12 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%).

HET4103 STUDENT ASSESSMENT

Campus Footscray Park, Melton & Sunbury

Prerequisite(s) HET4101 Negotiating Learning

Content The content of this unit of study will be negotiated with students depending on their prior learning and professional experience. It will be based on the following topics: Design of assessment systems that respond to the learning needs of students as well as reflecting the requirements of the discipline or field of practice. Development of assessment strategies and practices that are “authentic” in that they reflect the work of practitioners in the field. Development of formative assessment strategies and practices that provide prompt, informed and constructive feedback to students. Moderation of assessment tools and practices with the aim of improving understanding of student learning and assuring quality of assessment. Institutional processes and practices supporting student assessment, monitoring student progress and supporting students at risk.


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%).

HET4104 DESIGNING FOR LEARNING

Campus Footscray Park, Melton & Sunbury

Prerequisite(s) HET4101 Negotiating Learning

Content 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 curriculum (or learning and assessment plan) for sessions, units and/or courses that is responsive to the needs of learners as well as to the requirements of the discipline or field of practice. Development of learning goals that include both specific learning outcomes related to a discipline or field of practice and more generic capabilities (core graduate attributes or employability skills). Development of learning and teaching activities and resources, including the use of technology, that are aligned with both learning goals and assessment tasks. Evaluation of sessions, units and/or courses to improve student learning, including the effective use of feedback from peers and students. Design of curricula that support articulation from VET to higher education and vice versa.


Subject Hours 12 hours or equivalent.
NET4105 MANAGING LEARNING

Campus Footscray Park, Melton & Sunbury
Prerequisite(s) HET4101 Negotiating Learning
Content 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 environment. 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, e.g. laboratories etc. Understanding the VU policies and procedures for safe and equitable learning for all students.


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%).

NET4106 IMPROVING PRACTICE

Campus Footscray Park, Melton & Sunbury
Prerequisite(s) HET4101 Negotiating Learning
Content 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 on-line 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 practice, 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.


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%).

NET 4107 TEACHING PORTFOLIO

Campus Footscray Park, Melton & Sunbury
Prerequisite(s) HET4101 Negotiating Learning
Content How to construct a teaching portfolio that identifies the needs and strengths of the practice of professional educator 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.

Required Reading Seldin, P. 1991. The teaching portfolio: a practical guide to improved performance and promotion/tenure decisions, Anker, Bolton, MA.


Assessment A comprehensive teaching portfolio, including an oral defence of the portfolio (2000 words or equivalent – 100%).

HFG1651 LITERATURE REVIEW IN AGED SERVICES (ELECTIVE)

Campus City Flinders, Off Campus
Prerequisite(s) Students must have completed the subject HNR0001 Introduction to Research Design and Methods prior to, or be enrolled concurrently with this subject; or equivalent.

Corequisite(s) HNR0001 Introduction to Research Design and Methods if not previously completed; or equivalent.

Content This subject 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 their practice or selected topic for their minor thesis or Industry-based project. Students will survey the literature including government and policy reports, texts, journals demonstrating ability to access a merge of media sources and data bases. Students will interpret, critically analyse and discuss findings in the literature.

Required Reading To be advised by lecturer.

Subject Hours Three hours per week have been allocated to the subject in semester one. This subject will commence with one three – hour seminar to provide guidelines for conducting a literature review. The subject co-ordinator will be available for consultation if required throughout the semester.

Assessment Written Review (4,000 words), 100%.
HFG4000 UNDERSTANDING DEMENTIA: A MULTI-DISCIPLINARY PERSPECTIVE

Campus City Flinders, Off Campus
Prerequisite(s) Nil
Content Topics include: introduction to normal and pathological anatomy and physiology; understanding the social, political, economic impact of dementia; the course of dementia within a pathways framework, including biological, functional and behavioural changes; experiences of dementia from the perspectives of the person, family, social and community networks, workplace and service providers; conceptual frameworks for attribution of meaning to behaviours in dementia
Subject Hours Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial per week.
Assessment Written assignments and/or presentations of 5000 words or equivalent. To obtain a pass in this subject, students must obtain a pass or higher in all assessment components.

HFG4001 SOCIAL AND POLITICAL ASPECTS OF AGEING

Campus City Flinders, Off Campus
Prerequisite(s) Nil
Content This subject provides students with information and insights into transitional perspectives on ageing; awareness of the social and political factors which influence policy, planning and development; knowledge of the historical background to policy initiatives in the Australian health, welfare, community and residential care programs; knowledge of current Commonwealth, state and local government policy in health, housing, employment, retirement and income; a basic understanding of ethical and professional issues in policy, planning and administration of aged care and service programs.
Subject Hours Three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial.
Assessment Life transition study, 40%; written assignment 60%.

HFG4002 QUALITY IN MANAGEMENT OF AGED CARE

Campus City Flinders, Off Campus
Prerequisite(s) Nil
Content This subject provides students with an introduction to essential concepts and skills in aged care and service management. The subject 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. The subject aligns closely with the Aged Care Act 1997 and its principles, including accreditation, policies, procedures and quality assurance.
Subject Hours Three hours per week for one semester comprising one three-hour seminar.
Assessment Written assignment and class case presentations, 100%.

HFG4004 ETHICS IN AGED SERVICES MANAGEMENT

Campus City Flinders and Off-Campus
Prerequisite(s) Nil
Content This subject is designed to give students an understanding of ethical issues which arise when managing facilities and services for older adults. Students will develop basic understanding of terms used in the ethics literature and an overview of philosophical principles employed in decision-making and policy planning and administration. The subject will address issues relating to allocation of resources; policy and practice in residential care, for example, 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 discussion on institutional ethics committees, their establishment and role within different institutional and community settings.
Required Reading Nil
Class Contact Three hours per week for one semester.
Assessment Case study presentation and written 3000-word assignment, 100%.

HFG4005 GRADUATE READINGS IN AGED SERVICES (ELIGIBLE)

Campus City Flinders, Off Campus
Prerequisite(s) Nil
Content This subject will provide the opportunity for students to pursue their own interest in a particular field of study related to understanding the management and the context of management skills in aged services. The subject 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.
**Required Reading** Nil  
**Recommended Reading** As relevant to topic selected.  
**Subject Hours** As arranged with subject coordinator.  
**Assessment** Annotated bibliography of 4,500 words comprising annotations for readings including books, journal articles and reports with a minimum of 12 readings, 100%.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Prerequisite(s)</th>
<th>Content</th>
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<th>Recommended Reading</th>
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<tbody>
<tr>
<td>HFG4008</td>
<td>MANAGEMENT: ETHICS &amp; SOCIAL RESPONSIBILITY IN AGED SERVICES</td>
<td>City Flinders, Off Campus</td>
<td>Nil</td>
<td>This subject 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 course readings (available on CD) and an overview of philosophical principles employed in decision-making and policy planning and administration. The subject will address issues relating to allocation of resources; policy and practice in residential care, for example, restraint, non-compliance, no-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 discussion on institutional ethics committees, their establishment and role within different institutional and community settings.</td>
<td>Beauchamp, T. &amp; Childress, J.F. (2001). Principles of Biomedical Ethics, 5th edn. Oxford University Press, New York. Moody, H.R. (1992). Ethics in an Ageing Society. John Hopkins Press, Baltimore. Other specific references to be recommended by lecturer.</td>
<td></td>
<td>Three hours per week for one semester</td>
<td>Case study presentation and report (40%) and written 3000-word assignment (60%).</td>
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<tr>
<td>HFG4101</td>
<td>UNDERSTANDING DEMENTIA</td>
<td>City Flinders, Off Campus</td>
<td>Nil</td>
<td>Topics include: introduction to normal and pathological anatomy and physiology; signs and symptoms of dementia; understanding the course of dementia within a pathways framework, including biological, functional and behavioural changes; experiences of dementia; from the perspectives of the person, family, social and community networks, workplace and service providers; conceptual frameworks for attribution of meaning to behaviours in dementia.</td>
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<td>HFG4102</td>
<td>PERSON-CENTRED APPROACHES TO DEMENTIA SERVICES</td>
<td>City Flinders, Off Campus</td>
<td>Nil</td>
<td>This subject 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 course readings (available on CD) and an overview of philosophical principles employed in decision-making and policy planning and administration. The subject will address issues relating to allocation of resources; policy and practice in residential care, for example, restraint, non-compliance, no-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 discussion on institutional ethics committees, their establishment and role within different institutional and community settings.</td>
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**Prerequisite(s)** Nil.

**Course Title** OPERATIONS PROCEDURES IN AGED SERVICES (ELECTIVE)

**Campus** City Flinders, Off Campus

**Content** The subject will extend the student’s knowledge and capacity for applying knowledge in communications strategies relevant to aged services management; recruitment and training of aged services staff; policies; procedures, documentation and rostering; personal care services; catering services; laundry and linen management services; relevant accounting, payroll, budgeting and cash management strategies; purchasing strategies; energy management; emergency procedures and occupational health and safety strategies.


**Recommended Reading**


**Assessment**

- Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial.
- Class assignments and written report, 100%.

**Prerequisite(s)** Nil.

**Course Title** MANAGEMENT: ETHICS & SOCIAL RESPONSIBILITY IN AGED SERVICES

**Campus** City Flinders, Off Campus

**Content** This subject 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 course readings (available on CD) and an overview of philosophical principles employed in decision-making and policy planning and administration. The subject will address issues relating to allocation of resources; policy and practice in residential care, for example, restraint, non-compliance, no-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 discussion on institutional ethics committees, their establishment and role within different institutional and community settings.


**Recommended Reading**


**Assessment**

- Three hours per week for one semester | Case study presentation and report (40%) and written 3000-word assignment (60%).
- Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial per week.
**HFG4103 CRIT PERS ON QUALITY DEMENTIA SERVICES**

**Campus** City Flinders, Off Campus

**Prerequisite(s)** or **Co-requisite(s)** HFG4101 Understanding Dementia; or equivalent.

**Content** Topics include: understanding dementia within the context of current health and aged care systems; policy, local and global planning for dementia services; leadership and the team approach: the person, family, social and community networks, multi professional and service providers; professional skills development including interpersonal skills, effective responses to different behaviours, observation, verbal and written communication, and administrative skills; responding to particular situations: a case study approach; planning and delivery of services in a range of care settings for acute care, sub-acute care, respite care, community care, and long-term care; critical appraisal of therapeutic interventions and care strategies, and leading or contributing to the process of change; relevant legislation: e.g. health, aged care systems, duty of care, common law, guardianship.


**Subject Hours** Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial per week.

**Assessment** Journal, 40%; written assignment (3,500 words), 60%. To obtain a pass in this subject, students must obtain a pass or higher in both assessment components.

**Required Reading** Nil


**HFG4105 PROFESSIONAL LEADERSHIP IN DEMENTIA CARE AND SERVICE**

**Campus** City Flinders, Off Campus

**Prerequisite(s)** or **Co-requisite(s)** HFG4000 Understanding Dementia or equivalent.

**Content** Topics include: basic skills in communication and facility/service programs; optimising team skills in dementia care and service; quality in dementia care and service; environmental design and maintenance; evaluation of programs and staff performance.


**Subject Hours** Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial per week.

**Assessment** Written assignments and/or presentations of 5000 words or equivalent. To obtain a pass in this subject, students must obtain a pass or higher in all assessment components.

**HFG4106 DEMENTIA PROJECT: PRACTICAL EXPERIENCE FOR SERVICE PROVIDERS**

**Campus** City Flinders, Off Campus

**Prerequisite(s)** HFG4000 Understanding Dementia: A Multi-disciplinary Perspective; HFG4102 Person-centred Approaches in Dementia Services; HFG4004 Management, Ethics & Social Responsibility in Aged Services; HFG4105 Professional leadership in Dementia Care and Service; or equivalent; HNR001 Introduction to Research Design and Methods; HEG4001 Social & Political Aspects of Ageing.

**Content** The practical project is designed to identify key issues related to dementia care and services in the workplace. The subject will bring together key aspects of the prerequisite subjects, to enable students to identify, apply knowledge, insights and skills to a workplace project. Students will submit a project proposal for approval by the course co-ordinator for fulfilling the subject requirements. This will be endorsed by the manager of the relevant facility or service. In order to complete the project, students will be provided with subject criteria based upon the overall course objectives and the key aspects of the prerequisite subjects.

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*Note: The text above contains a mix of academic and technical information, potentially including references to specific courses, prerequisites, assessment methods, and recommended readings. It is designed to provide a comprehensive understanding of the subject matter, including its theoretical and practical aspects.*

**Recommended Reading** As for HFG4000 Understanding Dementia: A Multi-disciplinary Perspective, HFG4102 Person-centred Approaches in Dementia Services, HDR001 Introduction to Research Design and Methods; HFG4004 Management, Ethics & Social Responsibility in Aged Services. HFG4105 Professional Leadership.

**Subject Hours** Class seminars will be scheduled for peer group discussion and feedback on projects throughout the semester.

**Assessment** Written project report and critical comment based on experience and observations (4000 words), 100%.

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**HFG5002 LITERATURE REVIEW IN AGED SERVICES MANAGEMENT**

**Campus** City Flinders, Off Campus

**Prerequisite(s)** Students must have completed the subject HPR0001 Introduction to Research Design and Methods prior to, or be enrolled concurrently with this subject; or equivalent.

**Corequisite(s)** HPR0001 Introduction to Research Design and Methods if not previously completed; or equivalent.

**Content** This subject enables students to extend their knowledge and skills in an area of professional interest in aged services. Students will conduct a literature review normally relevant to the topic selected for their minor thesis or collaborative research project. Students will survey the literature including government and policy reports, texts, journals demonstrating ability to access a merge of media sources and data bases. Students will interpret, critically analyse and discuss findings in the literature and define a question suitable for research in the Minor Thesis or Collaborative Research Project. Students will gain experience in developing structure and writing a proposal and thesis.

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

**Subject Hours** Three hours per week have been allocated to the subject in semester one. This subject will commence with one three-hour seminar to provide guidelines for conducting a literature review. The subject co-ordinator will be available for consultation if required throughout the semester.

**Assessment** Written report (5000 words), 100%.

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**HFG5003 GRADUATE SEMINARS IN AGED SERVICES MANAGEMENT**

**Campus** City Flinders, Off Campus

**Prerequisite(s)** HPR0001 Introduction to Research Design and Methods; or equivalent.

**Corequisite(s)** HFG5004 Minor Thesis (full-time) or HFG5014 Minor Thesis (part-time) or HFG5015 Collaborative Research Project (part-time); or equivalent.

**Content** The aim of this subject is to develop an ability to present research reports to an audience; to gain further experience in critical analysis and discussion of research issues within a public forum, including interpretation of research literature and the appropriateness of the methodology being used by individuals participating in the graduate seminars, in class or on-line.

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

**Subject Hours** Four three-hour seminars during semester.

**Assessment** Written presentation of research proposal and seminar reports 100%.

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**HFG5004 MINOR THESIS (FULL-TIME)**

**Campus** City Flinders

**Prerequisite(s)** Completion of Graduate Diploma Program Streams 1 or 2 or equivalent.

**Content** The minor thesis 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 HDR0001 Introduction to Research Design and Methods. The thesis should reflect the whole research process from identification of a problem, the literature review, the critique and reflection of other relevant studies, data collection appropriate for the chosen methodology, analysis, interpretation and discussion of results and reporting at a standard commensurable with a masters degree award. There will be one internal supervisor, from a relevant area of the Faculty of Human Development.

**Required Reading** Readings will be recommended by the supervisor relevant to the selected topic in addition to readings researched by students.

**Subject Hours** 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.

**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.

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**HFG5006 INDUSTRY BASED PROJECT (FULL-TIME)**

**Campus** City Flinders [on campus or off campus model]

**Prerequisite(s)** Completion of the coursework component of the program

**Content** 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 programs, 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 subject 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 course.

**Required Reading** To be advised by supervisor.

**Recommended Reading** To be advised by supervisor.

**Subject Hours** This should the approximate equivalent to 13 hours per week over one semester or 6.5 hours over two semesters.

**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.
HFG5014 MINOR THESIS (PART-TIME)

Campus City Flinders

Prerequisite(s) Completion of Graduate Diploma Program Streams 1 or 2 or equivalent.

Content The minor thesis 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 HDR0001 Introduction to Research Design and Methods. The thesis should reflect the whole research process from identification of a problem, the literature review, the critique and reflection of other relevant studies, data collection appropriate for the chosen methodology, analysis, interpretation and discussion of results and reporting at a standard commensurable with a masters degree award. There will be one internal supervisor, from a relevant area of the Faculty of Human Development.

Required Reading Readings will be recommended by the supervisor relevant to the selected topic in addition to readings researched by students.

Subject Hours 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.

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.

HFG5015 COLLABORATIVE RESEARCH PROJECT (PART-TIME)

Campus City Flinders

Prerequisite(s) HFG5001 Research Design in Aged Services Management, HFG5002 Literature Review in Aged Services Management or equivalent.

Corequisite(s) HFG5003 Graduate Seminars in Aged Services Management or equivalent.

Content The Collaborative Research Project will provide an alternative to the individual minor thesis and will permit groups of two or three students to work together on a research project. The group will report on jointly conducted research which demonstrates the group’s ability to plan and carry out research including data selection and collection, interpretation and analysis and discussion in relation to relevant theoretical perspectives in aged services. Groups will be supervised by an academic member of staff and a professional in the aged care field who is expert in the selected area of research.

Required Reading To be negotiated between the group and supervisors.

Subject Hours Full-time students will be expected to spend approximately 12 hours per week over one semester in collaboration and/or individual research. Part-time students will be expected to spend, at least six hours per week over two semesters.

Assessment Written report, 100%. Each member of the group will be required to contribute approximately 8000–10,000 words towards the final report. Students working on Group projects must state clearly at the outset the anticipated contribution by each member. There must be evidence in presentations in HFG5003 Graduate seminars in Aged Services Management that each member is contributing substantially to the research. Final submissions of the thesis must list clearly, the contribution made by each student/author. Examination of the written report will be conducted by two examiners who have not been involved in the research project; normally, one academic staff member and one external examiner who is an expert in the area of research.

HFG5016 INDUSTRY BASED PROJECT (PART-TIME)

Campus City Flinders (on campus or off campus mode)

Prerequisite(s) Completion of coursework component of the program.

Content 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 programs, 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 subject 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 course.

Required Reading To be advised by supervisor.

Subject Hours This should the approximate equivalent to 13 hours per week over one semester or 6.5 hours over two semesters.

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.

HFR0001 ADVANCED QUANTITATIVE RESEARCH METHODS

Campus Footscray, St Albans, City Flinders Lane (as per student enrolment)

Prerequisite(s) One of HIER0001 Introduction to Research Design and Methods, HHR0001 Introduction to Research Design and Methods, HNR0001 Introduction to Research Design and Methods or equivalent.

Content This subject 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 subject 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 nonparametric data analyses and underlying reasons for choosing nonparametric over parametric statistical tests. Students will also receive practical experience in data analysis using the SPSS computer package, however, the focus of the course will be on statistical analyses as a part of the total research process.


Subject Hours Two hour seminar and one hour tutorial per week for one semester.

Assessment Research proposal or critique (50%); data analysis project (50%).

HFR0002 ADVANCED QUALITATIVE RESEARCH METHODS

Campus Footscray, St Albans, City Flinders Lane

Prerequisite(s)

Content This subject provides students with advanced knowledge and skills in qualitative research methodologies and procedures. Topics include: major paradigms and theoretical perspectives of qualitative research; major qualitative research methodologies eg ethnography, grounded theory, phenomenology, poststructural/critical research, action research, case studies etc. Technique and procedures of advanced skills in data collection including participatory 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.


Subject Hours Two hour seminar and one hour tutorial per week for one semester.

Assessment Seminar paper on research design of a proposed project (50%); A written report on the process of data collection and analysis (50%).

HHA6115 MINOR THESIS (FULL-TIME)

Campus St Albans

Prerequisite(s) Completion of Level 5 subjects or equivalent.

Content The minor thesis is intended to provide students with an opportunity to undertake independent inquiry into an area of personal interest and applicable to their professional development. The thesis will be a research paper of not less than 15,000 words and not more than 20,000 words. It will report on independently conducted research which demonstrates the student’s ability to clearly define a research question, to undertake a critical review of the relevant literature. Data collection, collection and analysis skills should also be demonstrated. The thesis should involve a high standard of written communication skills. The chosen topic should allow the candidate to utilise a methodology applicable to a research question. It is intended that the topic chosen for investigation will be in consultation with an appropriate supervisor who will oversee the conduct of the research.


Subject Hours Regular meetings with thesis supervisors.

Assessment Essay or equivalent (50%); case report (50%).

HHA6116 MINOR THESIS (PART-TIME)

Campus St Albans

Prerequisite(s) Completion of Level 5 subjects or equivalent.

Content The minor thesis is intended to provide students with an opportunity to undertake independent inquiry into an area of personal interest and applicable to their professional development. The thesis will be a research paper of not less than 15,000 words and not more than 20,000 words. It will report on independently conducted research which demonstrates the student’s ability to clearly define a research question, to undertake a critical review of the relevant literature. Data collection, collection and analysis skills should also be demonstrated. The thesis should involve a high standard of written communication skills. The chosen topic should allow the candidate to utilise a methodology applicable to a research question. It is intended that the topic chosen for investigation will be in consultation with an appropriate supervisor who will oversee the conduct of the research.


Subject Hours Regular meetings with thesis supervisors.

Assessment Essay or equivalent (50%); case report (50%).

HPA0001 SPORT IN AUSTRALIA

Campus Distance Learning

Prerequisite(s) Nil

Content This subject introduces students to the development and implementation of the Athlete Career and Education Program in Australia, with a special emphasis on key sporting organisations in Australia and the support services and programs that exist for elite athletes. The subject also examines the organisational and management structure of sport within Australia with a focus on key aspects of the National selection process and protocol for athlete representation at national and international sporting events. The content of this subject is equivalent to that of an on-campus unit with 39 Class Contact hours per semester.


Subject Hours Thirty-nine hours for one semester.

Assessment Essay or equivalent (50%); case report (50%).

HPA0002 COUNSELLING ISSUES IN ATHLETE CAREER AND EDUCATION

Campus Distance Learning

Prerequisite(s) Nil

Content This subject introduces students to key theories in career counselling and to the process of effective counselling and communication. Although many aspects of skilled counselling are applicable across a diverse range of settings and situations, the focus of this unit is on these interpersonal and counselling skills as they relate most practically to issues specific to athlete career and education. The subject will also identify some of the common critical issues experienced by athletes, such as transition from elite sport,
injury and other personal crises, and will examine the means by ACE providers can assist the athlete to design strategies to deal with such life issues. Understanding the role of the parent, or significant others, as athlete support will also be examined, with the aim of developing in students an appreciation of how key people in an athlete’s life can work together to form an integrated support system for the athlete. The content of this subject is equivalent to that of an on-Campus unit with 39 Class Contact hours per semester.


Subject Hours Thirty-nine hours for one semester.

Assessment Essay or equivalent (50%); case report (30%); journal (20%).

HPA0003 THE ATHLETE CAREER AND EDUCATION PROGRAM

Campus Distance Learning

Prerequisite(s) HPA0001 Sport in Australia; HPA0002 Counselling Issues in Athlete Career and Education; or equivalent.

Content This subject introduces students to a range of athlete training and instruction opportunities that exist within an ACE program, and to appropriate administration and assessment strategies to support their work in athlete career and education management. The subject will also cover key components of the educational system and the business sector as they relate specifically to effective athlete education and career planning. The content of this subject is equivalent to that of an on-campus unit with 39 Class Contact hours per semester.


Subject Hours Thirty-nine hours for one semester.

Assessment Vocational assessment task (50%); report (30%); case presentation (20%).

HPA0004 ATHLETE CAREER AND EDUCATION PRACTICUM

Campus Distance Learning

Prerequisite(s) HPA0001 Sport in Australia; HPA0002 Counselling Issues in Athlete Career and Education; HPA0003 The Athlete Career and Education Program; or equivalent.

Content This subject provides students with an opportunity to observe and participate in the implementation of ACE programs within a sports industry setting. Under supervision, students will engage in career and education counselling interactions with athletes, and undertake training in effective report writing and case presentation. Students will also gain training in occupational health and safety as it relates to a sporting environment. The content of this subject is equivalent to that of an on-campus unit with 39 Class Contact hours per semester.


Subject Hours Thirty-nine hours for one semester.

Assessment Log book (50%); Case study presentation (50%).

HPA0005 PROFESSIONAL CONDUCT & ETHICS IN SPORT

Campus Distance Learning

Prerequisite(s) HPA0002 Counselling Issues in Athlete Career and Education; HPA0003 The Athlete Career and Education Program; HPA0004 Athlete Career and Education Practicum; or equivalent.

Content This subject introduces students to the primary means by which professions govern the behaviour of helping professionals by seeking to ensure quality treatment and reduce the potential for harm to clients, through the establishment and implementation of professional codes of ethics. Each of the major helping professions has its own code of ethics, but the essential elements and functions of the codes are consistent across professions. Specific areas covered in the subject include: promoting the welfare of athletes, avoiding harm, maintaining professional competency, peer supervision, protecting confidentiality and privacy, avoiding exploitation or conflict of interest, and upholding the integrity of the
ACE profession. The content of this subject is equivalent to that of an on-campus unit with 39 Class Contact hours per semester.


**Subject Hours** Thirty-nine hours for one semester.

**Assessment** Internet search (20%); case report (30%); exam (50%).

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**HPA0006 ADVANCED COUNSELLING SKILLS**

**Campus** Distance Learning

**Prerequisite(s)** HPA0002 Counselling Issues in Athlete Career and Education; HPA0004 Athlete Career and Education Practicum; HPA0005 Professional Conduct & Ethics; or equivalent.

**Content** This subject builds on the knowledge and skill base of students that was developed in HPA0002: Counselling Issues in Athlete Career and Education. Topics covered include: the counsellor-client relationship, developing a personal counselling style; crisis intervention; looking after the needs of the counsellor, and working with diversity in sport. The content of this subject is equivalent to that of an on-campus unit with 39 Class Contact hours per semester.


**Subject Hours** Thirty-nine hours for one semester.

**Assessment** Workshop role play (30%); journal (20%); exam (20%).

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**HPA0007 TRANSITIONS IN SPORT**

**Campus** Distance Learning

**Prerequisite(s)** HPA0003 The Athlete Career and Education Program; HPA0005 Professional Conduct & Ethics; or equivalent.

**Content** During the course of their involvement in sport, athletes may experience a number of transitions. Among the more common transitions encountered by athletes are injury, deselection, sport career termination, and age and skill related changes in competition standards. All of these types of transitions in sport may require considerable personal adjustment. This subject examines in detail the range of causes and consequences of sport career transition within a lifespan developmental framework. Specific topics covered in the subject include: transitions within a sporting career, injury-based transitions, retirement from sport, athlete identity, transferable skills, career transition interventions, and transitions in special populations.


**Subject Hours** Thirty-nine hours for one semester.

**Assessment** Literature Review or equivalent (50%); case report (50%).

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**HPB5104 SPORT BUSINESS**

**Campus** City, Footscray

**Prerequisite(s)** Nil

**Content** This subject will explore the particular skills required to work within the sport industry. Sport business will be examined in terms of contemporary business processes, the development and adoption of management/business principles within the sport industry, the challenges facing sport business professionals and strategies to deal with these challenges in the context of changing society, cultural, organisational and consumer dimensions. Additional topics will include structure of sport organisations, sport organisations and their environments, change in sport organisations, and managing culture in sport organisations.

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


**Class contact** Three hours per week for one semester comprising one three hour lecture/seminar or equivalent.

**Assessment** Group Presentation, 25%; Theoretical Review, 25%; Industry Based Report, 50%. All components of assessment must be satisfactorily completed.

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**HPB5200 SPORT STRATEGY**

**Campus** City, Footscray

**Prerequisite(s)** Nil

**Content** This subject aims to give students an exposure to the concept of strategy and its application to sport business. Various planning models will be discussed within the framework of sport. The special nature of sport will be used to design strategic planning
models that can encapsulate the sporting experience and its social, cultural and commercial context. The concept of post modernity will be used to highlight the primary place that strategy has in a sport world where change, ambivalence and contradiction are dominant. Special attention will be given to the concept of strategic alliance and how it can be used to enhance competitive advantage.


**Class contact** Three hours per week for one semester comprising one three hour lecture/seminar or equivalent.

**Assessment** Theory review, 30%; Case study presentation, 30%; Individual Project (approx 2,500-3000 words), 40%. All components of assessment must be satisfactorily completed.

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**HPB5201 SPORT RESOURCE MANAGEMENT**

**Campus** City, Footscray

**Prerequisite(s)** Nil

**Content** The aim of this subject is to acquaint students with contemporary concepts, and approaches to sport volunteer management; introduce students to the role and impact of volunteer contribution in a diverse range of sport settings; provide an understanding of the practical implications of developing and incorporating a comprehensive volunteer program within the sport organisation; review voluntary service impact on social change and community development; introduce the relationship between sport provision and the voluntary section; 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; examine the training and development of voluntary workers and agency staff; develop an appreciation of the role, responsibilities and the rights of voluntary workers; develop strategies for the management, administration, budgeting of volunteer programs and services; review role of support staff and co-ordinators of volunteers. The subject will also develop student’s 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.

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


**Class contact** Three hours per week for one semester comprising one three hour lecture/seminar or equivalent.

**Assessment** Individual Presentation, 25%; Theoretical Review, 25%; Industry Based Report, 50%. All components of assessment must be satisfactorily completed.

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**HPB5202 SPORT EVENT MANAGEMENT**

**Campus** City Flinders, Footscray Park

**Prerequisite(s)** Nil

**Content** This course will explore the unique features of sport event management. It will examine the structure of sport event administration, the scheduling and the planning of sport event activity, staff training, event evaluation, event operations, event facilitation and the commonalities and uniqueness of various events. Specifically the students will develop an understanding of the mechanics and scope of sport event management, be aware of the transferability of skills from event to event, understand the significance of the consumer decision making process in event construction and, demonstrate the skills necessary for the successful conduct of a sport event.


**Subject Hours** Three hours per week for one semester comprising one three hour lecture/seminar or equivalent.

**Assessment** Book review, 20%; project 1–2500 words, 40%; project 2–2500 words, 40%. All components of assessment must be satisfactorily completed.

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**HPB5203 SPORT PROJECT**

**Campus** City Flinders

**Prerequisite(s)** Nil

**Content** This unit will give the student an opportunity to undertake a specialised task directly related to their particular work environment. In the construction of this exercise students will be expected to demonstrate familiarity and competence with the major concepts and skills of project management, and will incorporate some ethical issues/aspects related to the project. The specific nature of the project will be an individual negotiation between the lecturer and student concerned.

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


**Subject Hours** Three hours per week for one semester comprising one three hour lecture/seminar or equivalent.

**Assessment** Stage contract - proposal, 20%; interim report, 10%; final report, 50%; presentation 20%. All components of assessment must be satisfactorily completed.

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**HPB5204 STRATEGIC SPORT MARKETING**

**Campus** City, Footscray

**Prerequisite(s)** Nil

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Content This subject will explore the strategic sport marketing process and examine how sport organisations develop strategic sport marketing plans and the components of strategic sport marketing strategies. These components will include analysing sport products and markets, the structure of the sport industry, sport market segmentation, sport sponsorship, information processing, and the consumer decision-making process and its relationship to the sport industry. Specifically, it will require students to articulate an understanding of strategic sport marketing processes, be aware of the components necessary for the successful implementation of a sport promotional strategy, and comprehend the significance of sport consumer behavior and its importance to sport marketing.


Class Contact Three hours per week for one semester comprising one three hour lecture/seminar or equivalent.

Assessment Theory review, 30%; Case study presentation, 30%; Sport Marketing Plan 40%. All components of assessment must be satisfactorily completed.

HPB5302 SPORT BUSINESS PROJECT

Campus City Flinders
Prerequisite(s) HPB5203 Sport Project; or equivalent.

Content This subject directly relates to individual student’s sport business organisation or interests. The major project will be decided by individuals in consultation with the lecturer and the project content shall be decided by the chosen sport business organisation. Students will be expected to show initiative, flexibility, teamwork in undertaking the project and demonstrate the competencies gained during the Graduate Diploma in Sport Business subjects in the selected project.

Required Reading No reading required due to individual student projects formed.


Subject Hours Six hours per week for one semester comprising two three hour lecture/ seminar or equivalent.

Assessment Project proposal, 10%; final report, 50%; presentation, 20%; journal article, 20%; Total word length approximately 8000 to 10,000 words. All components of assessment must be satisfactorily completed.

HPB5306 SPORT CONSULTING AND TRAINING

Campus Flinders Lane
Prerequisite(s) None

Content The content of the subject will address the following aspects of consultancy and tender submissions, as they apply to the Australian sport industry. Establishing a sport consultancy, tender design principles, access and design requirements for specific population groups and sport organisations, tender management planning processes and management arrangements, resources to access global tender opportunities, relationships between the employer and the tendered contractor, maintenance management requirements for tender contracts, evaluation management strategies for completed tender contracts, legal and insurance requirements for tendering, tender performance evaluation and service quality, case studies.

**HPB5307 SPORT COMMUNITY PARTNERSHIPS**

**Campus** Flinders Lane  
**Prerequisite(s)** None  
**Content** The content of the subject will address the following aspects of sport community partnerships, as they apply to the Australian sport industry: The trends and future direction of sport community partnerships. Opportunities for cross-promoting community and sport organisations. Processes required to develop sport community partnerships. Management strategies to retain sport community partnerships. Contractual agreements required for sport community partnerships. Negotiation issues pertaining to sport community partnerships. Forming relationships in sport community partnerships. Case Studies.  
**Required Reading** During each class session, a range of sport community relationship readings will be provided for students to review and discuss during class. The lecturer will distribute this reference material.  
**Recommended Reading**  
**Subject Hours** 12 weeks x 3 hours  
**Assessment**  
- Case study analysis, 40%  
- Organisation governance study, 40%  
- Sport policy and planning document, 40%  
**All components of assessment must be satisfactorily completed**

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**HPB5308 SPORTS GOVERNANCE**

**Campus** Flinders Lane  
**Prerequisite(s)** None  
**Content** The content of the subject will address the following aspects of governance as they apply to the Australian sport industry: Sport governance in profit and non-profit organisations. Components and management of sport governance. Political analysis versus sport governance. Working in international environments. Working with stakeholders. Maintenance management requirements for different sport governance components. Governance performance evaluation and service quality. Recent and future developments in sport governance. Case Studies.  
**Required Reading** During each class session, a range of sport governance readings will be provided for students to review and discuss during class. The lecturer will distribute this reference material.

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**Recommended Reading**  
**Subject Hours** 12 weeks x 3 hours  
**Assessment**  
- Case study analysis, 40%  
- Organisation governance study, 40%  
- Sport policy and planning document, 40%  
**All components of assessment must be satisfactorily completed**

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**HPB5309 SPORT FACILITY MANAGEMENT**

**Campus** Flinders Lane  
**Prerequisite(s)** None  
**Content** The content of the subject 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. Case Studies.  
**Required Reading** During each class session, 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.  
**Recommended Reading**  
**Subject Hours** 12 weeks x 3 hours  
**Assessment**  
- Case study analysis, 40%  
- Organisation governance study, 40%  
- Sport policy and planning document, 40%  
**All components of assessment must be satisfactorily completed**
HPC5310 SPORT POLICY AND PLANNING

Campus Flinders Lane
Prerequisite(s) None
Content The content of the subject will address the following aspects of sport policy and planning as they relate to the Australian sport industry: The policy making process. The relationship between policy making and planning. Stakeholder influences on policy making and planning. The evolution of sport policy in Australia and it influence on the development of sport practices. Contextual factors that influence sport policy and planning. International comparisons in sport policy and planning. Methods of evaluating policies and plans. Case Studies in sport policy formation. Case studies in sport planning and strategy development.
Required Reading During each class session, a range of sport community relationship readings will be provided for students to review and discuss during class. The lecturer will distribute this reference material.
Subject Hours 12 weeks x 3 hours.
Assessment Word Limit Case study reviews, 40% 2,000 Sport policy and planning document, 40% 3,000 Class presentation 20% 15 minute duration
All components of assessment must be satisfactorily completed.

HPC5001 CONTEXTUAL ANALYSIS OF LOSS ACROSS THE LIFESPAN

Campus City Flinders, St Albans
Prerequisite(s) Nil
Content This subject will introduce a range of theoretical frameworks which explain an individual's unique reactions to loss and grief. Concepts of loss and death, and associated grief reactions will be examined from the developmental perspective involving early childhood through to old age. Perspectives which might further define the meaning and significance of loss for individuals including general systems theory, life cycle, family life-cycle, family systems, psychosocial resources and aspects of grief theory, will be critically analysed. The aim of the subject is to: provide a theoretical framework, and relevant concepts for examining and understanding an individual's unique reaction to normative and non-normative loss and grief throughout the lifespan.
Subject Hours Three hours per week for one semester comprising one three-hour lecture.
Assessment Essay, 100%.

HPC5002 GRIEF EDUCATION: PRACTICES AND STRATEGIES

Campus City Flinders, St Albans
Prerequisite(s) Nil
Content This subject will provide an overview of relevant grief education practices and strategies in the field of grief education within Australia and internationally. The role of the professional in developing education strategies which impact on the development of an individual's personal, professional growth and health will be addressed. The aims of the subject are to: review selected and relevant practices and strategies of grief education which impact on the development of individuals, groups and/or the community; introduce students to the diversity of educational practices across cultures; and provide an understanding of and skills in grief education planning, presentation and teaching methods to facilitate the teaching/learning process for individuals and small groups.
Required Reading To be advised by lecturer.
Subject Hours Three hours per week for one semester comprising one three-hour lecture/seminar.
Assessment Report (3000–4000 words), 100%. Students will be required to identify a particular area of education relevant to their field of practice and develop a brief proposal outlining the topic, the audience, and proposed method of instruction and present a one-page description of their intended project before commencing work on the report.

HPC5003 MANAGEMENT OF DISASTER AND TRAUMATIC INCIDENTS

Campus City Flinders, St Albans
Prerequisite(s) Nil
Content This subject is concerned with the impact of traumatic or unexpected disasters or events on the individual, group or community. The content has been carefully selected in order to appeal to a variety of professionals who are in positions to influence the way in which traumatic incidents are managed. In particular, topics have been chosen to provide an overview of the current approaches to disaster management including: stress and trauma management, critical incident stress debriefing, bereavement counselling, crisis intervention, social network analysis and community development. The aims of the subject are to: introduce students to a wide range of natural and man-made disasters and their lessons; develop an understanding of the impact of natural and man-made disasters on the individual/group/community including short and long term needs and strategies for effective service delivery; and develop an awareness of disaster management issues, current theories, models of intervention and strategies for disaster prevention and response.
Required Reading To be advised by lecturer.
Subject Hours Three hours per week for one semester comprising one three-hour lecture/seminar.
Assessment Report (4000–5000 words), 100%. Students will be required submit a one page description of their intended project identifying a particular area relevant to their field of practice and develop a brief proposal outlining the plan, the audience, and proposed method of implementation before commencing work on the report.

HPC5004 INTRODUCTION TO THEORIES OF LOSS AND GRIEF

Campus City Flinders, St Albans
Prerequisite(s) Nil
Content This subject will provide a critical overview of the mainstream theories of grief in relation to normative and non-normative loss. The aims of the subject are to: introduce and critically examine relevant theories of grief; and to examine the application of theory to both normative and non-normative loss; and
provide an opportunity for students to examine and challenge traditional views of life, loss and death within the natural realm of human experience and as a necessary part of the human life cycle.

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

**Subject Hours** Three hours per week for one semester comprising one three-hour lecture/seminar.

**Assessment**
- Bibliographic exercise (maximum 1500 words), 40%;
- essay (maximum 3000 words), 60%.

### HPC5100 APPLIED TECHNIQUES OF GRIEF COUNSELLING

**Campus** St Albans

**Prerequisite(s)** APT5025 Individual Awareness, APT5035

**Theories and Techniques of Counselling**

**Content** This subject 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 subject, including critical incidence debriefing, crisis intervention, peer counselling/support. Consideration will also be given to issues of cross-cultural understanding and ethnic identity. The subject aims to introduce students to various models of grief counselling and intervention strategies. Provide students with the opportunity to practice and develop skills in grief counselling. Classes will be run on an experiential basis and include role-plays, group discussion and class presentations.

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

**Recommended Reading** To be advised by the lecturer.

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

**Assessment** Class vignette, 40%; report 60%. (subject to change)

### HPC5101 PROFESSIONAL PRACTICE WORKSHOP

**Campus** City Flinders, St. Albans

**Prerequisite(s)** Nil

**Content** The workshop is designed to provide students with the opportunity to practice their acquired theory and knowledge through application in the loss and grief counselling field. Through a combination of practical experience and observation students are able to develop contacts within the profession, observe the skills of professional practitioners, and gain practice in a variety of counselling techniques. It is anticipated that the outcomes of the subjects will be an understanding of the variety of counselling techniques practiced, enhanced confidence in applying counselling skills and the ability to integrate theory from other subjects in the course with the practice of counselling within the students own developing framework. Students will be provided with observation and practice opportunities during workshop sessions with guest practitioners by selected agency visits and by means of video and anticipated practice. Ethical issues in counselling practice will also be addressed.

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

**Subject Hours** Three hours per week for one semester comprising one three-hour workshop or equivalent. Subject to both student and agency availability some opportunity may arise for students to obtain agency experience. It is to be noted that one hour of class contact is equivalent to one week of agency placement.

**Assessment**
- Assessment will incorporate an agency research project, a theoretical essay and submissions of a videotaped counselling session.

### HPG5010 APPLIED EXERCISE PHYSIOLOGY

**Campus** Footscray Park

**Prerequisite(s)** Nil.

**Content** This subject aims to: provide students with knowledge of the acute and chronic responses to exercise; enable students to understand the factors that limit and enhance exercise performance; provide students with knowledge of the physiological and metabolic consequences of regular activity and inactivity. The subject will include the following topics. Muscle: review of the basic anatomy and physiology of muscle; muscle fibre types and implications for performance; muscle energetics. Exercise metabolism: overview of metabolism in skeletal muscle; effect of exercise on carbohydrate, lipid and protein metabolism; important regulatory factors. Hormones: hormonal responses to exercise, particularly those involved in the regulation of metabolism, circulation/respiration and fluid balance. Oxygen transport system: cardiovascular and respiratory responses to exercise and regulatory factors; physiological determinants of maximal oxygen uptake; concept of ‘anaerobic threshold’ and implications for performance. Fatigue: mechanisms of fatigue during exercise; exercise-induced muscle damage. Recovery: physiological and metabolic events during recovery from exercise; post-exercise oxygen consumption; lactate removal; substrate restoration. Environmental factors: physiological responses to exercise in the heat and at altitude; mechanisms and consequences of heat and altitude acclimatisation; fluid balance during exercise. Training: physiological and metabolic adaptations to endurance, sprint and strength training; responses to inactivity/detraining, reduced training and overtraining.

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


**Class Contact** Two hours of lectures per week for one semester.

**Assessment** Final examination, 60%; written assignment, 35%; oral presentation, 5%.

### HPG5011 PHYSIOLOGY TESTING AND EVALUATION

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Corequisite(s)** HPG5010 Applied Exercise Physiology; or equivalent.

**Content** This subject aims to promote an understanding of the variety of laboratory and field skills used in the physiological 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 subject will include the following topics: VO2max; body composition analysis; anaerobic threshold; anaerobic power and capacity; electrocardiography; control of ventilation; muscle fatigue; cardiovascular responses to exercise; exercise in the heat.

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

Required Reading

Recommended Reading

Subject Hours
Two hours of practical per week for one semester. Assessment
Laboratory practical reports, 100%.

Subject Hours Two hours of lectures per week for one semester. Assessment Attendance and participation (10%); Mid-semester exam (30%); end of semester examination (60%).

**HPG5018 EXERCISE PRESCRIPTION FOR MUSCULO-SKELETAL AND NEUROLOGICAL CONDITIONS**

**Campus** Footscray Park

**Prerequisite(s)** HPG5016 Musculo-Skeletal and Neurological Physiology for Rehabilitation; or equivalent.

**Content** Exercise prescription for the following conditions (i) soft tissue, bone and joint injuries; (ii) extensive content on low back pain: spinal injuries including laminectomies, fusions, discotomies and pain management; (iii) arthritis: osteo, rheumatoid, gout, anklyosing spondylitits; (iv) osteoporosis; (v) stroke and acquired head injury; (vi) spinal cord injury; (vii) multiple sclerosis; (viii) Parkinson’s disease; (ix) muscular dystrophy; (x) knee and shoulder reconstructions; (xi) knee and hip replacements; (xii) 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.

**Required Reading**

Exam (30%); end of semesster examination (70%).

**Subject Hours** Four hours per week for one semester. Assessment Attendance and participation (10%); practical test (20%), written assignment (30%), oral presentation (40%).

**HPG5021 BIOMECHANICS FOR REHABILITATION**

**Campus** City Flinders Lane.

**Prerequisite(s)** Nil

**Content** The subject will provide students with general knowledge of the biomechanical aspects of selected joints and the mechanics of movement applied to normal and pathological states.

**Required Reading**

**Recommended Reading**

**Subject Hours** One hour lecture per week for one semester.

**Assessment** Final examination (70%); assignment (30%).

**HPG5029 EXERCISE PRESCRIPTION FOR WORK**

**Campus** Footscray Park

**Prerequisite(s)** HPG5034 Exercise Physiology for Work

**Content** 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. A comprehensive and objective assessment of work tasks and specific work activities is necessary to determine the type of exercise that will be used. 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 return to a job or to return to suitable employment. The subject 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 performing. Students will also develop their skills in the education of the injured worker to maintain sound physical and psychological 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.

**Required Reading**

**Recommended Reading**

**Class Contact** Two hours per week for one semester.

**Assessment** 50% Oral Presentation (comprising 20% each for the oral presentation and the accompanying written case study); 50% Log Book

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**HPG5031 PHYSIOLOGICAL TESTING FOR REHABILITATION**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Corequisite(s)** HPG5015 Physiology for Rehabilitation; or equivalent.

**Content** This subject aims to provide students with knowledge and skill in the application of physiological techniques and protocols used to assess human movement and exercise performance with an emphasis on people recovering from injury or illness or people with permanent disabilities. The subject revisits those techniques that students have previously used in the assessment of exercise performance in able-bodied people (including athletes) and then progresses to modifications of those techniques for use in exercise rehabilitation. The former include the measurements of skinfold thicknesses, VO2max, anaerobic threshold, acid-base responses to acute exercise, normal exercise electrocardiography and lung function while the latter includes VO2 peak, pathologic electrocardiography, cardiovascular responses to exercise, blood lipids, interpretation of pulmonary function and dysfunction in exercise and the assessment of balance.


**Subject Hours** Two hours per week for one semester.

**Assessment** Attendance and participation (10%), laboratory reports (60%) practical examination (30%).

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**HPG5120 NUTRITION AND DIET FOR PERFORMANCE**

**Campus** Footscray Park

**Prerequisite(s)** Nil.

**Content** This subject aims to: provide students with the theoretical knowledge underlying sound nutritional practices for exercising individuals; enable students to give sound advice and guidance to athletes and exercising individuals regarding diet and their performance. The subject will include the following topics. The basic diet. Energy for performance: substrate and the anaerobic production of energy; substrate and the aerobic production of energy; energy requirements for activities and sports. The training diet: athlete’s requirements; ideal training diet. Fluids: fluid loss during exercise. Competition diets: endurance activities and sports; short duration events; intermittent exercise; ‘loading’. Ergogenic aids. Alternative diet approaches: vegetarian; fad diets. Special groups and special needs: children and adolescents; women; veterans; injured athletes; heart disease; diabetes. Special problems: food psychology; anorexia; bulimia; other eating disorders; nutritional ‘fables’.


**Class Contact** Two hours of lectures per week for one semester.

**Assessment** Major assignment, 60%; minor assignment, 20%; examination, 20%.

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**HPG6042 CASE MANAGEMENT**

**Campus** Footscray Park

**Prerequisite(s)** Nil.

**Content** structure and management of the public and private health systems; working in the 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.

Subject Hours Two hours per week for one semester.
Assessment Assignments and presentations (80%); attendance and participation (20%).

HPG6043 EXERCISE FOR REHABILITATION CLINICAL PRACTICE (FULL-TIME)
Campus Footscray Park
Prerequisite(s) HPG5069 Introduction to Rehabilitation Fieldwork and HPG5070 Exercise for Rehabilitation Fieldwork; or equivalent.
Content To apply the theoretical and practical knowledge gained in the course 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.
Assessment Coursework 100%

Subject Hours 20 week industry placement.
Assessment Satisfactory/ Unsatisfactory.

HPG5032 BIOMECHANICAL TESTING FOR REHABILITATION
Campus City Flinders
Prerequisite(s) Nil
Content The theoretical component of the subject 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 subject will provide students with knowledge of the biomechanical techniques used to assess human movement with an emphasis on injured or disabled individuals; develop practical skills that will enable students to assess muscular function. The subject will include the following topics: measurement and analysis of human gait, video analysis of human motion, anthropometry, force pressure sensors and force platform analysis, recording and interpreting the electromyographic (EMG) signals, isokinetic dynamometry.
Required Reading To be advised by lecturer.
Subject Hours Two hours of practical work per week for one semester.
Assessment Coursework 100%

HPG6044 EXERCISE FOR REHABILITATION CLINICAL PRACTICE (PART-TIME)
Campus Footscray Park
Prerequisite(s) HPG5069 Introduction to Rehabilitation Fieldwork and HPG5070 Exercise for Rehabilitation Fieldwork; or equivalent.
Content To apply the theoretical and practical knowledge gained in the course 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.
Assessment Mid-term exam (20%). Final examination (30%); laboratory reports (2 @ 1000 words each = 30%), assignment (1,500 words = 20%).
HPG5034 EXERCISE PHYSIOLOGY IN THE WORKPLACE
Campus Footscray Park
Prerequisite(s) Nil
Content Students will practise the measurement, interpretation and communication of physiological data in workers and how these interrelate 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’ FCE’s to the physical demands of their jobs, as identified by the FJA’s and FJD’s. Students will simulate the application of thes 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 practise the prescription 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.
Subject Hours Two hours per week comprising a blend of lectures, group and laboratory work, supplemented by on-line teaching and mentoring (WebCT).
Assessment Note: Core Graduate Attributes do not apply to postgraduate programs at this time.
Literature Review x 1 (2,000 – 3,000 words) = 40%; Case Report x 1 (1,200 words each, excluding graphs, diagrams, tables, references) = 30%; Laboratory Skills and Competencies = 30%.

HPG5041 FUNCTIONAL ANATOMY
Campus City Flinders Lane.
Prerequisite(s) Nil
Content The subject content will include (i) the physical properties of bone and collagenous tissues; archaeology; muscular system; an overview of the nervous system; (ii) functional anatomy of the joints: shoulder complex; forearm, wrist and hand complex; hip joint complex; knee complex; ankle foot complex; (iii) vertebral column; posture; locomotion; anatomy and performance.

HPG5042 MUSCULO-SKELETAL PHYSIOLOGY FOR REHABILITATION
Campus Footscray Park
Prerequisite(s) Nil
Content The subject content will include (i) mechanisms of injury and repair in skeletal muscle and other soft tissues, bones and joints; (ii) chronic pain management; (iii) low back pain; spinal surgeries including laminectomies, fusions, discectomies and pain management; (iv) arthritis: osteo, rheumatoid, gout, ankylosing spondylitis; (v) osteoporosis; (vi) stroke (cerebro-vascular accident): musculo-skeletal deficits; (vii) knee and shoulder reconstructions; (ix) knee and hip replacements; (x) detrimental effects of long term inactivity and bed rest.
Subject Hours Two hours of lectures per week for one semester.

Assessment 10% attendance and participation, 30% mid-semester examination, 60% end-semestert examination.

HPG5043 QUANTITATIVE AND QUALITATIVE RESEARCH DESIGN AND METHODS FOR PRACTITIONERS

Campus Footscray Park

Prerequisite(s) Nil

Content The subject content will include content on (i) sampling and analytic methods for quantitative and qualitative research; (ii) questionnaire design and evaluation; (iii) determination of validity and reliability of research designs; (iv) development of ethics applications; (v) evaluation of research designs of published papers.


Recommended Reading To be advised by lecturer.

Subject Hours Two hours of lectures and one hour of tutorials per week for one semester.

Assessment Four approved assignments of up to 1,000 words or equivalent (25% each), each drawing on quantitative and/or qualitative methods to analyse or critique one of the following: (i) single case report or case study; (ii) population-wide survey; (iii) observational outcome study; and (iv) randomised trial.

HPG5069 INTRODUCTION TO REHABILITATION FIELDWORK

Campus Footscray Park

Prerequisite(s) Nil

Content This subject will introduce students to various roles of physical educators in exercise rehabilitation and to offer perspectives on the roles of other team members in rehabilitation processes; students will have opportunities to observe health professionals during the design, implementation and evaluation phases of exercise programs, and to learn about equipment, facilities and program planning that are used in exercise rehabilitation.

Required Reading To be advised by the lecturer.

Subject Hours Four hours in total for one semester. Field Contact Thirty five hours.

Assessment Satisfactory/unsatisfactory.

HPG5070 EXERCISE FOR REHABILITATION FIELDWORK (FULL-TIME)

Campus Footscray Park

Prerequisite(s) HPG5069 Introduction to Rehabilitation Fieldwork; or equivalent.

Content This subject aims to: provide experience in exercise prescription, design, conduct and evaluation of exercise rehabilitation programs; gain practical knowledge of differing organisational models, the roles of other health professionals, referral and communication pathways and medical record systems.

Required Reading To be advised by lecturer.

Subject Hours Eight seminar hours in total for one semester. Field Contact One hundred and forty hours (4 weeks).

Assessment written report (100%).

HPG5080 BIOMECHANICS OF HUMAN MOVEMENT

Campus Footscray Park

Prerequisite(s) Nil

Corequisite(s) HPG5081 Biomechanics Testing and Evaluation; or equivalent.

Content This subject 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 subject will include the following topics. Performance assessment in both fitness and sport by means of 2D and 3D video techniques, EMG, foot pressure sensing, isokinetic dynamometry and force platforms are an integral part of the subject.

Required Reading To be advised by lecturer.

Subject Hours Two hours of lectures per week for one semester.

Assessment Examination, 50%; coursework, 50%.

HPG5081 BIOMECHANICS TESTING AND EVALUATION

Campus Footscray Park

Prerequisite(s) Nil

Corequisite(s) HPG5080 Biomechanics of Human Movement; or equivalent.

Content This subject 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 subject will include the following topics: isokinetic dynamometry; electromyography; anthropometric techniques; force platform analysis; videography; goniometry.

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


**Subject Hours**

- Two hours of practical per week for one semester.

**Assessment**

- Laboratory handbook, 40%; laboratory theory examination, 30%; laboratory practical examination, 30%.

### HPGS100 APPLIED PSYCHOLOGY OF SPORT AND EXERCISE

**Campus** Foottscray Park

**Prerequisite(s)** Nil

**Content** This subject 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 subject will include the following topics.

- Introduction to subject: A model of psychological skills training in sport; initial psychological skills assessment. Goal setting: technical, perceptual, receptor and effector anticipation; serial and parallel processing. Motor control: open-loop and closed-loop models; perceptual, receptor and effector anticipation; serial and parallel processing. Memory for game structure and ball detection; information, reinforcement; error free and errorful practice. Information, feedback, information, reinforcement; error free and errorful practice.
- Attention and perception: selective attention; signal detection theory; decision-making: response time, reaction time and movement time; simple, choice and discrimination reaction time; perceptual, receptor and effector anticipation; serial and parallel processing. Motor control: open-loop and closed-loop models; schema theory; action theory, systems theory and ecological psychology. Factors affecting skill acquisition: conditions of practice, massed and spaced, whole and part; variability of practice; feedback, information, reinforcement; error free and errorful learning. Perceptual-motor development: skills and abilities, readiness, prediction of talent; ageing and skill; motor impairment, disability; sport skill development. Sport-specific approaches: speed of ball detection and skill; memory for game structure and ball detection; visual search processes in sport; use of early visual cues.

**Assessment**

- Essay, 50%; final examination, 50%.

**Required Reading**


**Subject Hours**

- Two hours of lectures per week for one semester.

### HPGS130 APPLIED ETHICS: SPORT AND EXERCISE

**Campus** City Flinders, Footscray Park

**Prerequisite(s)** Nil

**Content** This subject is designed to develop an awareness and appreciation of the ethical dimensions of sport administration, coaching/teaching, officiating and participation. It is also designed to develop an ability to analyse the ethical components of many issues, policies, practices and relationships within sport so that functioning within those contexts will be ethically informed.

**Required Reading**

- To be advised by lecturer.

**Recommended Reading**


**Subject Hours**

- Two hours per week for one semester comprising one two-hour lecture/ seminar or equivalent.

**Assessment**

- Test, 20%; case study project, 40%; research paper, 40%. All components of assessment must be satisfactorily completed.

### HPGS150 SKILL IN SPORT

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** This subject aims to: present a view of knowledge about motor skill development and performance to students through consideration of concepts, theories and research; raise issues of applicability of basic research in practical contexts; show how recent research and theorising has considered aspects of skill development and skilled performance in sport-related settings. The subject will include the following topics.

- Introduction to the information-processing, life-span development and skill development approaches; the nature of skill; skill acquisition and retention. Attention and perception: selective attention; signal detection theory; visual search. Decision-making: response time, reaction time and movement time; simple, choice and discrimination reaction time; perceptual, receptor and effector anticipation; serial and parallel processing. Motor control: open-loop and closed-loop models; schema theory; action theory, systems theory and ecological psychology. Factors affecting skill acquisition: conditions of practice, massed and spaced, whole and part; variability of practice; feedback, information, reinforcement; error free and errorful learning. Perceptual-motor development: skills and abilities, readiness, prediction of talent; ageing and skill; motor impairment, disability; sport skill development. Sport-specific approaches: speed of ball detection and skill; memory for game structure and ball detection; visual search processes in sport; use of early visual cues.
anticipation; decision-making and skill in sport; development and nature of skilled movements in sport, the systems approach; initiation of skilled movements in sport, the ‘tau margin’.

**Required Reading**

**Subject Hours**
Two hours of lecture per week for one semester.

**Assessment**
Paper reviewing literature on selected topic, 30%; report of small scale investigation on topic, 40%; final examination, 30%.

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**HPG5160 EXERCISE AND SPORT SCIENCES FIELDWORK**

**Campus**
Footscray Park

**Prerequisite(s)**
Nil

**Content**
The aims of this subject are to: provide students with the opportunity to apply sport and exercise theory and practice in a practical setting; introduce students to the range of career options within the field; extend the professional networks of students.

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

**Subject Hours**
Eight hours of seminars in total for one semester in addition to seventy hours (2 weeks) of field contact.

**Assessment**
Due to the individual nature of this subject assessment is graded on a satisfactory/unsatisfactory basis. All components of assessment must be completed and passed in order to receive a satisfactory grade. Components include: a minimum of seventy (70) hours fieldwork; satisfactory field supervisor’s evaluation; completion of a satisfactory placement report; completion of class reading; and completion of all class assignments.

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**HPG5180 PSYCHOLOGY FOR REHABILITATION**

**Campus**
Footscray Park

**Prerequisite(s)**
Nil

**Content**
This subject aims to develop in students a basic understanding of the psychological aspects of rehabilitation. It is not intended that graduates of the course will be equipped to provide the primary psychological care of rehabilitation clients because in most instances they are part of a team which includes clinical and neuropsychologists. However, they should have an understanding of the psychological aspects of the rehabilitation process. The subject will include the following topics: counselling and interviewing skills – verbal and non-verbal, listening skills, body language, human interaction; human behaviour and development, lifestyle, lifecycle, 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, technical.

**Required Reading**

**Subject Hours**
Two hours per week for one semester.

**Assessment**
Major assignment, 100%.

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**HPG6020 DIRECTED STUDY**

**Campus**
Footscray Park

**Prerequisite(s)**
Nil

**Content**
This subject provides the opportunity for students to extend their knowledge and skills in the general topic area where they intend to carry out their research. A number of educational processes are equally valid and some might be particularly appropriate to specific disciplines or research endeavours. There is no desire to restrict the potential educational exercises by specifying what is acceptable. Designated research supervisors are responsible for determining acceptability of the nature and scale of directed studies in discussion with individual students. A number of examples of likely ways in which study may be directed will illustrate the possibilities. It is possible for issues to be raised which relate to the topic of research. These could be addressed by consulting the literature and writing critical review or reaction papers. It might be that two or three such papers would constitute the appropriate scale of work. In some specialist that the most fruitful preparation for the thesis would be to audit a coursework subject 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 it is proposed to use 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 subject. The subject 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.

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

**Subject Hours**
Nine hours per week for one semester comprising one one-hour tutorial and eight hours of practical sessions.

**Assessment**
Students are assessed on satisfactory completion of the directed study contracted with the supervisor. Note: The methods of assessment are to be detailed by negotiation between the student and the supervisor.

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**HPG6030 MINOR THESIS (FULL-TIME)**

**Campus**
Footscray Park

**Prerequisite(s)**
HPG6010 Research Design; HPG6020 Directed Study; or equivalent.

**Content**
The Minor Thesis subject builds on the development made in HPG6010 Research Design and HPG6020 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 subject and which is illuminated by the exercises undertaken in the Directed Study subject. 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.

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

**Subject Hours**
HPG6030 Minor Thesis (full-time) fifteen hours per week for one semester. HPG6035 Minor Thesis (part-time) seven and one half hours per week for two semesters.
**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 subject to corrections to the satisfaction of the School’s Research and Graduate Studies Committee; candidate 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.

**HPG6035 MINOR THRESIS (PART-TIME)**

**Campus** Footscray Park  
**Prerequisite(s)** HPG6010 Research Design; HPG6020 Directed Study; or equivalent.  
**Content** The Minor Thesis subject builds on the development made in HPG6010 Research Design and HPG6020 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 subject and which is illuminated by the exercises undertaken in the Directed Study subject. 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.  
**Required Reading** To be advised by lecturer.  
**Subject Hours** HPG6030 Minor Thesis (full-time) fifteen hours per week for one semester. HPG6035 Minor Thesis (part-time) seven and one half hours per week for two semesters.  
**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 subject to corrections to the satisfaction of the School’s Research and Graduate Studies Committee; candidate 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.

**HPG6041 EXERCISE PRESCRIPTION FOR CARDIORESPIRATORY AND METABOLIC CONDITIONS**

**Campus** Footscray Park  
**Prerequisite(s)** HPG5017 Cardiorespiratory and Metabolic Physiology for Rehabilitation; or equivalent.  
**Content** Exercise prescription for the following conditions (i) cardiovascular pathophysiology and rehabilitation: ischaemic, myocardial, pericardial and valvular disease, heart failure, hypertension; (ii) pulmonary diseases: asthma, chronic bronchitis and emphysema, pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, acute respiratory tract infections; (iii) metabolic conditions: obesity, diabetes, chronic fatigue syndrome, anemia.  
**Subject Hours** Three hours per week for one semester comprising one one-hour lecture and two hours of practical work.  
**Assessment** Demonstrated proficiency in the use of instrumentation and analytical systems, 40%; theory examination, 30%; written assignments, 20%; attendance, 10%.

**HPG6040 LABORATORY SKILLS FOR EXERCISE PHYSIOLOGY**

**Campus** Footscray Park  
**Prerequisite(s)** St John Senior First Aid Certificate or equivalent.  
**Content** The subject is designed for Exercise Physiology students to develop a range of valuable skills, knowledge and competencies relating to the use and understanding of instrumentation and modern analytical system An emphasis is placed upon the safe and ethical handling of human samples, including blood, saliva, urine and faeces and the handling and disposal of consumables used in human sampling. The safety focus also includes standard procedures for cleaning and sterilisation of instruments and equipment and emergency first aid. Particular attention is given to calibration, appropriateness of instrumentation to data collection and experimental design, including the influence of measurement errors on data reliability and validity. The subject also includes a range of opportunities to appreciate and understand respiratory gas analysis systems, blood gas, acid-base and electrolyte systems, some common blood and muscle analyses, exercise electrocardiography, haematology, anthropometry, and environmental physiology.  

Subject Hours 1 hour lecture per week; 1 hour practical per week.
Assessment Attendance and participation (10%); assignments (50%); tests (practical, oral and written) (40%).

HPH0421 HONOURS THESIS
Campus Footscray Park
Prerequisite(s) Nil
Content 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 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. 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.
Required Reading To be advised by lecturer.
Subject Hours 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.
Assessment The final thesis will be examined by two academicians 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 and will not include the supervisor. Each examiner will independently recommend one of the following outcomes to his/her assessment of the thesis: pass without further examination; pass subject 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.

HPG5180 PSYCHOLOGY FOR REHABILITATION
Campus Footscray Park
Prerequisite(s) Nil
Content This subject aims to develop in students a basic understanding of the psychological aspects of rehabilitation. It is not intended that graduates of the course will be equipped to provide the primary psychological care of rehabilitation clients because in most instances they are part of a team which includes clinical and neuropsychologists. However, they should have an understanding of the psychological aspects of the rehabilitation process. The subject will include the following topics: counselling and interviewing skills- verbal and non-verbal, listening skills, body language, human interaction; human behaviour and development, lifestyle, lifecycle, 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, technical.
Class Contact Two hours per week for one semester.
Assessment Major assignment, 100%
experience in the recreation field. The opportunity to apply theoretical knowledge gained in the course is provided and candidates can relate their experience to the applied recreation studies or to the recreation management core of the course. Candidates select and negotiate the placement in consultation with the practicum co-ordinator and seminars are held concurrently with the placement to enable discussions about, and evaluation of, the experience. The classes are taught in seminar style, drawing heavily on the students’ experiences and with staff setting challenges for practical experience that might be undertaken as the practicum. These enable the candidates to compare and evaluate field experiences and to hear from professionals on various aspects of the recreation field.

**Required Reading** Field Experience Manual. Articles to be advised by lecturer.

**Subject Hours** One hour lecture/seminar per week for one semester in addition to one hundred and five hours (3 weeks) of field contact.

**Exemptions** Whilst it is recognised that many candidates will have had applied experience in the field, exemption from the professional practicum cannot be granted. The purpose of the placement is to enable candidates to put into practice various aspects of the theoretical component of the graduate program and to apply newly acquired skills and knowledge.

**Assessment** Satisfactory/unsatisfactory; attendance at all seminars is required and successful completion of class assignments and presentations; compliance with all requirements as set out on the contract; submission of a satisfactory evaluation by the agency; completion of a personal report and evaluation of the experience by the student.

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HPMS203 PROGRAMME ADMINISTRATION AND DELIVERY

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** The subject will provide the 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 subject aims to develop an understanding of administration theory and apply that theory to the practice of delivering recreation services.

**Required Reading** Contemporary articles, web materials and excerpts from relevant texts will be identified and explored during class sessions. To be advised by lecturer.


**Subject Hours** Three hours per week for one semester comprising three hours seminar and lecture.

**Assessment** Students are required to negotiate a contract between the lecturer and themselves regarding their assessment.

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HPMS205 FACILITY MANAGEMENT AND DESIGN

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** The aim of this subject is to: make students aware of the principles of recreation facility design and maintenance in a range of recreation settings; inform students about maintenance and development processes in the management of existing recreation facilities; and critique design and maintenance features. The subject will be based on an exploration of the following topics. Needs assessment techniques and the use of standards in recreation facility design. Basic considerations in the development of specialised facilities. Planning principles and procedures in relation to resource provision and financial management. Access and design requirements for specific population groups. Safety issues in facility design and maintenance. The relationship between facility design and service delivery. Legal issues and statutory requirements in facility design. Maintenance management requirements for a variety of facilities, e.g. outdoor areas, playgrounds, parks, aquatic facilities, indoor facilities, arts and cultural facilities. Redevelopment and design of multi-purpose facilities.

**Required Reading** Walker, M. and Stoflar, D. (1997) Sport facility management, Jones and Bartlett Publishers, Sudbury, Mass. Contemporary articles, web material and excerpts from relevant texts will be identified and explored during class sessions.


**Subject Hours** Three hours per week for one semester comprising one three-hour seminar/lecture.
Assessment Assignments (mid-term report), 25%; individual/group presentation, 25%; progressive assessment (final report), 50%.

HPM5302 LEISURE EDUCATION: INDIVIDUAL, GROUP AND COMMUNITY DEVELOPMENT
Campus Footscray Park
Prerequisite(s) Nil
Content The subject will provide a thorough review of the impact of leisure education processes on the development of an individual's leisure lifestyle, and its influences on group and community development. The theory base to helping processes (leisure counselling) necessary to pursue approaches to leisure education will be addressed. The subject will focus upon the role and impact of approaches to Group Dynamics, and an awareness of professional and inter-disciplinary approaches to leisure education.
Required Reading To be advised by lecturer.
Subject Hours Three hours per week for one semester comprising one three-hour lecture.
Assessment Investigative report, individual, group and community development, 35%; tutorial presentation, group/individual, 25%; major research paper, Leisure Education in Action, 40%.

HPM5600 LEISURE PERSPECTIVES IN AGEING AND DISABILITY SERVICES
Campus Footscray Park
Prerequisite(s) Nil
Content This subject provides an overview of recreation services within the context of ageing and disability organisations. It will focus on the issues and topics that are applicable to individuals pursuing a career in this arena. It will examine the broad range of roles, challenges, and client populations facing recreators in these settings within an historical context. In addition, it will explore the variety of recreation program offerings available to practitioners working with either older adults or individuals with disabilities.
Required Reading To be advised by Lecturer.
Subject Hours Three hours per week for one semester comprising one three-hour lecture/seminar.
Assessment Philosophy paper, 35%; research paper/project, 35%; applied paper/presentation, 30%. All components of assessment must be satisfactorily completed.

HPM5601 AGEING WELL: PERSPECTIVES FOR THE FUTURE
Campus Footscray Park
Prerequisite(s) Nil
Content This subject is designed to create an awareness of the emerging field of gerontology with its overwhelming political, health, and social implications. Topics to be covered include sociological, psychological, and physiological aspects of ageing, ethics and ageing, care of older persons, health and wellness models, women and ageing, policies and politics, education and retirement, and advocacy.
Subject Hours Three hours per week for one semester comprising three one-hour lecture/seminar.
Assessment Seminar Presentation, 20%; major paper, 25%; review/critique exercise, 20%; final exam, 35%. All components of assessment must be satisfactorily completed.

HPM5602 COMPREHENSIVE OVERVIEW OF DISABILITY AND SOCIETY: ISSUES AND CHALLENGES
Campus Footscray Park
Prerequisite(s) Nil
Content This subject will provide an overview of the issues, challenges, trends, and concerns currently being faced by individuals involved in the area of recreation and disability. It will apply theoretical constructs in social psychology to the field of recreation and disability. Particular attention will be placed on articulating and summarising the controversies and conflicting
viewpoints impacting future directions of the field. Students will be encouraged to develop a personal position on each topic. Content areas to be studied include professional credentials, professional preparation, development and implementation of professional standards, professional boundaries, normalization, and integration of issues. Attitudes, aggression, attribution, motivation, and self processes.

**Required Reading** To be advised by Lecturer.


**Subject Hours** Three hours per week for one semester comprising one three-hour lecture/seminar.

**Assessment** Research Assignment, 35%; applied project, 35%; individual/group presentation, 30%. All components of assessment must be satisfactorily completed.

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**HPM5800 RECREATION MANAGEMENT IN AGEING AND DISABILITY SERVICES**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** This subject aims to provide an in-depth opportunity to study the issues surrounding the management of recreation services within the context of ageing and disability organisations. Special attention will be placed on the topics of organisational and management styles, effective decision making, managing change, team building, motivation, conflict management, strategic planning, finance and management, marketing, quality assurance, and human resource management. Specific reference will be made to both services for older adults and for individuals with disabilities.

**Required Reading** To be advised by Lecturer.


**Subject Hours** Three hours per week for one semester comprising one three-hour lecture/seminar.

**Assessment** Research paper, 35%; applied project, 35%; take home examination, 30%. All components of assessment must be satisfactorily completed.

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**HPM5801 RECREATION STRATEGIES IN AGEING AND DISABILITY**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** This subject will provide an overview of recreation strategies and programming models available to professionals working in the fields of ageing and disability. Emphasis will be placed on the acquisition of skills, abilities, and knowledge necessary to successfully plan, develop, implement, and evaluate leisure activities and experiences for older adults and persons with disabilities. Topics to be covered include assessment, activity analysis, goal/objective development, client documentation, activity modification, duty of care and ethical considerations.

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


**Subject Hours** Three hours per week for one semester comprising one three-hour lecture/seminar.

**Assessment** Research paper, 35%; applied project, 35%; program plan, 30%. All components of assessment must be satisfactorily completed.

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**HPM6001 DIRECTED STUDY (FULL-TIME)**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** The aims of the subject are to develop an understanding of the parameters of the research proposal to be addressed in the minor thesis; and assist the candidate in initiating a literature review of the research area.

**HPM6003 GRADUATE SEMINAR**

**Campus** Footscray Park  
**Prerequisite(s)** Nil  
**Content** The aim of the subject is to develop an ability to analyse and present; and encourage candidates to discuss content and methodology of the thesis as it develops.


**Subject Hours** Three hours per week for one semester.

**Assessment** Research topic presentation, satisfactory/unsatisfactory. The Graduate Recreation and Sport Symposium (GRASS) is the culminating research presentation which forms the basis of assessment for this subject. Assessment will be based on: attendance at the GRASS session of at least one other peer; a one and one half hour presentation to peers, supervisor(s) and other interested persons on the development of the research project and the research proposal for the minor thesis or syndicate research project (including clarification of the research methodology); and attendance at a meeting with the Masters Approval Committee to clarify any modifications to the research proposal on the basis of feedback from the GRASS; to submit copies of the research instrument/tool; and to answer queries from the Committee.

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**HPM6004 DIRECTED STUDY (PART-TIME)**

**Campus** Footscray Park  
**Prerequisite(s)** Nil  
**Content** The aims of the subject are to develop an understanding of the parameters of the research proposal to be addressed in the minor thesis; and assist the candidate in initiating a literature review of the research area.


**Subject Hours** HPM6001 Directed Study (full-time): eight hours per week for one semester; HPM6004 Directed Study (part-time): four hours per week for two semesters.

**Assessment** Annotated bibliography, preliminary chapters of the parameters of the research proposal to be addressed in the minor thesis; and assist the candidate in initiating a literature review of the research area.

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**HPM6005 MINOR THESIS (PART-TIME)**

**Campus** Footscray Park  
**Prerequisite(s)** Nil  
**Content** The aim of this subject is to produce a Minor Thesis on a research topic. The thesis will be a paper of no less than 15,000 nor more than 25,000 words. It will report on independently conducted research which demonstrates the student’s ability to clearly define a problem, to undertake a detailed literature search and review the relevant theoretical and practical literature on the topic area. Adequate data selection, collection and analysis skills should also be demonstrated. The thesis should involve a high standard of written communication skills. The topic which is chosen should allow the candidate to develop a methodology and to apply it to an appropriate problem or situation. Candidates will be supervised by a member of academic staff of the School who will be the Principal Supervisor. A Secondary Supervisor external to the School, may be appointed to assist with supervision. This procedure will be followed to ensure that the credibility of the proposed programme is established and maintained. The external supervisor will either be an academic from another School at Victoria University of Technology or from another institution or a practitioner. It would normally be expected that all supervisors, whether internal or external, should hold a degree at Masters level or above.


**Subject Hours** HPM6003 Minor thesis (full-time): nineteen hours per week for one semester; HPM6005 Minor thesis (part-time): nine and one half hours per week for two semesters.

**Assessment** Examination of the thesis will be conducted by an examiner with expertise and/or associated experience in the research field who will be appointed by the Course Co-ordinator on the advice of the Recreation Graduate Course Committee. The supervisor(s) of the research programme will not be eligible to perform the examination role. The examiner will assess the thesis and recommend to the Course Co-ordinator one of the following options: (a) passed and graded according to the postgraduate grading system; (b) passed, subject to minor amendments and graded in accordance with the postgraduate grading system; (c) deferred (major revision and resubmission required); (d) failed. In the event of an examiner awarding a fail grade, a second examiner, external to the University will be appointed. The written recommendation of examiners will be forwarded to the Course Co-ordinator for approval.
and recommend to the Course Co-ordinator one of the following options: (a) passed and graded according to the postgraduate grading system; (b) passed, subject to minor amendments and graded in accordance with the postgraduate grading system; (c) deferred (major revision and resubmission required); (d) failed. In the event of an examiner awarding a fail grade, a second examiner, external to the University will be appointed. The written recommendation of examiners will be forwarded to the Course Co-ordinator for approval.

HPM6007 SYNDICATE RESEARCH PROJECT (FULL-TIME)
TBA

HPM6008 SYNDICATE RESEARCH PROJECT (PART-TIME)
Campus Footscray Park
Prerequisite(s) Nil

Content The Syndicate Research Project will provide an alternative to the individual minor thesis and will allow groups of two or three to work together on a research project. A Syndicate Group will report on jointly conducted research which demonstrates the groups ability to clearly define a problem, to undertake a detailed literature search and review the relevant theoretical and practical notions on the research topic area. Adequate data selection, collection and analysis skills should also be demonstrated. The paper should demonstrate high level written communication skills. The topic which is chosen should allow the group to develop a methodology and to apply it to an appropriate problem or situation. The group will normally be supervised by a member of academic staff of the School who will be the Principal Supervisor. A Secondary Supervisor, external to the School, may be appointed.

Required Reading Anderson, J. and Poole, M. 1994, Thesis and Assignment Writing 2nd Edn, John Wiley and Sons, Brisbane, Australia.

Subject Hours HPM6007 Syndicate Research Project (full-time), nineteen hours per week for one semester; HPM6008 Syndicate Research Project (part-time), nine and one half hours per week for two semesters.

Assessment The Syndicate Research Project will culminate in a paper of normally between 25,000–30,000 words if there are two group members and normally between 30,000 and 35000 words if there are three group members. Examination of the syndicate research project will be conducted by an examiner with expertise and/or associated experience in the research field who will be appointed by the Course Co-ordinator on the advice of the Recreation Graduate Course Committee. The supervisor(s) of the research programme will not be eligible to perform the examination role. The examiners will assess the project and recommend to the Course Co-ordinator one of the following options: (a) passed and graded according to the postgraduate grading system; (b) passed, subject to minor amendments and graded in accordance with the postgraduate grading system; (c) deferred (major revision and resubmission required); (d) failed. In the event of an examiner awarding a fail grade, a second examiner external to the University will be appointed. The written recommendation of examiners will be forwarded to the Course Co-ordinator who will convene a meeting of the Recreation Graduate Courses Committee to approve the recommendation.

HPM6020 SPORT AND RECREATION MANAGEMENT PROJECT DEVELOPMENT (FULL-TIME)
Campus City Flinders, Footscray Park, Off Shore
Prerequisite Completion of the Graduate Diploma in Sport Recreation Management (or equivalent) – first year coursework year of the Masters Programme.

Content The subject aims to work in close association with students to: examine the development of contemporary project management theories, processes and practices and the application of these to the sport and recreation management industry; decide on a relevant investigation and development management project focus that aims to extend the learning of the student, and has applicability to the sport and recreation industry; prepare and develop a project brief that will form the basis of the final Sport and Recreation Management Investigation Report.

Required Reading Contemporary articles, web material and excerpts from relevant texts will be identified and explored during class sessions. To be advised by the Lecturer each semester.


Subject Hours The equivalent of 3 hours per week over one semester organised according to the teaching mode used.

Assessment Project Brief (70%), Presentation of project brief proposal to Masters Advisory Panel (30%). Each component of this subject must be satisfactorily passed before progressing to the Report and Development phases of the Masters Programme.

HPM6021 SPORT AND RECREATION MANAGEMENT INVESTIGATION (FULL-TIME)
Campus City Flinders, Footscray Park, Off Shore
Prerequisite(s) Completion of the Graduate Diploma in Sport and Recreation Management (or equivalent) – first year coursework year of the Masters Programme.

Content The aim of this subject is to produce a thorough and comprehensive investigatory report on a management strategy, issue, concept or future management development in the sport and recreation industry. The final report will be a paper of no less than 8,000 and not more than 12,000 words. It will report on an independently conducted investigation that demonstrates the students’ ability to clearly define and develop a specific focus on a selected sport and recreation management issue, to undertake a detailed contemporary literature search and review the relevant theoretical and applied literature on the management issue area. The final report requires the student to effectively and efficiently discuss the selected management issue, thereby developing a position statement or proposing a new approach to be applied. Adequate investigatory data, the scope of the project management analysis skills should also be clearly demonstrated. The final report will be based on the components of the project brief development and approved through the subject – HPM6020 Sport and Recreation Management Project Development.

Relevant Reading: To be advised by the Lecturer/Professional Advisory Mentor.

Subj ect Hours: Preparation of the HPM6021 (Full-time) Sport and Recreation Management Investigation Report 36 hours for one semester OR HPM6022 (Part-time) Sport and Recreation Management Investigation Report 18 hours for two semesters in consultation with a Professional Advisory Mentor.

Assessment: Assessment of the project report will be conducted by an examiner with expertise in the relevant area of study. The examiner will be appointed by the Course Co-ordinator on the advice of the Sport and Recreation Course Committee. The final report will be graded according to the Victoria University Postgraduate Grading System – S = Pass, N = Fail, or L = Resubmission permitted. Full details of the Master Degree in Sport and Recreation Management (Project Management) or Coursework by Minor Thesis are available at www.staff.vu.edu.au/PeterKalmund.

HPM6022 SPORT AND RECREATION MANAGEMENT INVESTIGATION (PART-TIME)

Campus: City Flinders, Footscray Park, Off Shore
Prerequisite(s): Completion of the Graduate Diploma in Sport and Recreation Management (or equivalent) – first year coursework year of the Masters Programme.

Content: The aim of this subject is to produce a thorough and comprehensive investigatory report on a management strategy issue, concept or future management development in the sport and recreation industry. The final report will be a paper of no less than 8,000 and not more than 12,000 words. It will report on an independently conducted investigation that demonstrates the students’ ability to clearly define and develop a specific focus on a selected sport and recreation management issue, to undertake a detailed contemporary literature search and review the relevant theoretical and applied literature on the management issue area. The final report requires the student to effectively and efficiently discuss the selected management issue, thereby developing a position statement or proposing a new approach to be applied. Adequate investigatory data, the scope of the project management and analysis skills should also be clearly demonstrated. The final report will be based on the components of the project brief development and approved through the subject – HPM6020 Sport and Recreation Management Project Development.


Recommended Reading: To be advised by the Lecturer/Professional Advisory Mentor.

Subject Hours: Preparation of the HPM6021 (Full-time) Sport and Recreation Management Investigation Report 36 hours for one semester OR HPM6022 (Part-time) Sport and Recreation Management Investigation Report 18 hours for two semesters in consultation with a Professional Advisory Mentor.

Assessment: Assessment of the project report will be conducted by an examiner with expertise in the relevant area of study. The examiner will be appointed by the Course Co-ordinator on the advice of the Sport and Recreation Course Committee. The final report will be graded according to the Victoria University Postgraduate Grading System – S = Pass, N = Fail, or L = Resubmission permitted. Full details of the Master Degree in Sport and Recreation Management (Project Management) or Coursework by Minor Thesis are available at www.staff.vu.edu.au/PeterKalmund.

HPR0001 INTRODUCTION TO RESEARCH DESIGN AND METHODS

Campus: Footscray Park, St Albans, City Flinders Lane
Prerequisite(s): Nil
Content: The content of this subject 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, ethical issues and evaluation of the research design of published papers. The subject 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, correlational and survey designs and of the corresponding methods of data analyses including descriptive and inferential statistics, correlation and regression and hypothesis testing. The qualitative research designs to be studied in some detail will be drawn from case study, ethnography, grounded theory, phenomenology, historical research, philosophical research and action research. The role of the researcher in collecting qualitative data will be discussed along with methods of analysing qualitative data.


Subject Hours: Two hour seminar and one hour tutorial per week for one semester.

Assessment: A research proposal, and/or approved assignments related to research literature and processes in professional practice (3000 words for Graduate Diploma students; 5000 words for Masters, PhD students) 100%.

HPR0243 EXPEDITION LEADERSHIP

TBA

HPR8000 RESEARCH THESIS (FULL-TIME)

Campus: City Flinders, Footscray Park
Prerequisite(s): Eligibility for entry to a Masters by Research or Doctor of Philosophy program.
Content: This subject, 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.

Required Reading: To be advised by supervisor.
**HPR8010 RESEARCH THESIS (PART-TIME)**

**Campus** City Flinders, Footscray Park

**Prerequisite(s)** Eligibility for entry to a Masters by Research or Doctor of Philosophy program.

**Content** This subject, 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.

**Required Reading** To be advised by supervisor.

**Subject Hours** Independent research in addition to regular meetings with the student supervisors.

**Assessment** The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.

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**HPR8100 RESEARCH THESIS (ARTS BASED) (FULL-TIME)**

**Campus** City Flinders, Footscray Park

**Prerequisite(s)** Eligibility for entry to a Masters by Research or Doctor of Philosophy program.

**Content** This subject, 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.

**Required Reading** To be advised by supervisor.

**Subject Hours** Independent research in addition to regular meetings with the student supervisors.

**Assessment** The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.

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**HPR8200 RESEARCH THESIS (SCIENCE BASED) (FULL-TIME)**

**Campus** City Flinders, Footscray Park

**Prerequisite(s)** Eligibility for entry to a Masters by Research or Doctor of Philosophy program.

**Content** This subject, 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.

**Required Reading** To be advised by supervisor.

**Subject Hours** Independent research in addition to regular meetings with the student supervisors.

**Assessment** The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.

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**HPR8210 RESEARCH THESIS (SCIENCE BASED) (PART-TIME)**

**Campus** City Flinders, Footscray Park

**Prerequisite(s)** Eligibility for entry to a Masters by Research or Doctor of Philosophy program.

**Content** This subject, 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.

**Required Reading** To be advised by supervisor.

**Subject Hours** Independent research in addition to regular meetings with the student supervisors.

**Assessment** The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.

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**HPS5101 SPORT AND RECREATION MANAGEMENT BUSINESS CONTEXT**

**Campus** City Flinders, Footscray, Offshore

**Prerequisite(s)** Nil

**Content** Contemporary changes in management and business in recreation and sport; Management and business practice and its relationship to sport and recreation delivery; Structure of sport and recreation organisations; Governance of sport and recreation organisations; Sport and recreation organisations and their environments; Mission, goals and objectives development in sport and recreation; Management process and organisational performance; Conflict, power and politics in organisations; Managing staff teams and development of culture, leadership, facilitation, coaching and motivation in sport and recreation organisations; Learning organization, processes and practice; Total quality management – principles, processes and practice; Contemporary changes in sport and recreation organisations; Management and business monitoring and evaluation.


**Recommended Reading**


**Subject Hours**

The equivalent of 3 hours per week over one semester organised according to the teaching mode used.

**Assessment**

Theory review (20%); case study analysis (40%); organisation management/business study (40%). All components of assessment must be satisfactorily completed.

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**HPS5102 SPORT AND RECREATION STRATEGIC MARKETING**

**Campus** City Flinders, Footscray, Offshore

**Prerequisite(s)** Nil

**Content**

The content of the subject will review marketing concepts and apply them to a range of applied sport and/or recreation industry settings. The subject will include: Traditional approaches to marketing in sport and/or recreation settings; Components of traditional marketing systems in sport and/or recreation; Identifying market opportunities and consumer behaviour; Quality and customer service in marketing systems; Relationship marketing; Marketing plans focusing on the efforts; Managing the marketing functions; Promotion and sponsorship; Marketing strategies; Nich marketing; Multi-media marketing.

**Required Reading**


**Recommended Reading**


**Subject Hours**

The equivalent of 3 hours per week over one semester organised according to the teaching mode used.

**Assessment**

Theory review (25%); case study analysis and presentation (35%); sport or recreation strategic marketing plan (40%). All components of assessment must be satisfactorily completed.

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**HPS5103 SPORT AND RECREATION RESOURCE MANAGEMENT**

**Campus** City Flinders, Footscray, Offshore

**Prerequisite(s)** Nil

**Content**

Human resource planning and corporate/business planning; Human resource management issues pertinent to the fields of sport and recreation industries; Introduce a brief focus on human resource management and an employer’s legal obligations; Personnel strategies applicable to organisational behaviour in the fields of sport and recreation industries.

**Required Reading**


**Recommended Reading**


**Subject Hours**

The equivalent of 3 hours per week over one semester organised according to the teaching mode used.

**Assessment**

Individual presentation (25%); theoretical review (25%); industry based report (50%). All components of assessment must be satisfactorily completed.
HPS5104 SPORT AND RECREATION PLANNING

Campus City Flinders, Footscray, Offshore
Prerequisite(s) Nil
Content Strategic planning and policy approaches in the corporate, public and natural resources sectors; Current policy developments as they relate to the sport and recreation industry; Policy guidelines in the development of sport and recreation, sports field, community recreation programmes, services and facilities; Planning tools to be utilised for the development of sport and recreation plans; Planning model and processes within sport and recreation settings; Strategic approaches to evaluation; Industry issues affecting the implementation of sport and recreation policies and plans.


Subject Hours The equivalent of 3 hours per week over one semester organised according to the teaching mode used.
Assessment Theory review (20%); case study analysis and/or presentation (40%); individual planning and policy development project (40%). All components of assessment must be satisfactorily completed.

HPS5201 SPORT AND RECREATION INDUSTRY ISSUES

Campus City Flinders, Footscray, Offshore
Prerequisite(s) Nil
Content Globalisation in sport and recreation; Media in sport and recreation; National, state, local and voluntary sport and recreation organisations; Commercialisation in sport and recreation; Technological change effecting participation, access, equity and ethical issues.

Required Reading Contemporary articles, web material and excerpts from relevant texts will be identified and explored during class sessions.


Subject Hours The equivalent of 3 hours per week over one semester organised according to the teaching mode used.
Assessment Seminar Papers (30%); case studies (30%); research paper (40%). All components of assessment must be satisfactorily completed.

HZR8000 RESEARCH THESIS (FULL-TIME)

Campus TBA
Content This subject provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis.

HZR8010 RESEARCH THESIS (PART-TIME)

Campus Content This subject provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis.

RBM5125 HUMAN BIOSCIENCE FOR ACUPUNCTURISTS

Campus City Flinders
Prerequisite(s) Nil
Content This subject consists of two units: Unit A: Anatomy for Acupuncturists, and Unit B: Clinical Features of Disease.

Unit A: Anatomy for Acupuncturists, and Unit B: Clinical Features of Disease.


Subject Hours The equivalent of 3 hours per week over one semester organised according to the teaching mode used.
Assessment Theory review (20%); case study analysis and/or presentation (40%); individual planning and policy development project (40%). All components of assessment must be satisfactorily completed.

RBM5126 HUMAN BIOSCIENCE FOR ACUPUNCTURISTS

Campus City Flinders
Prerequisite(s) Nil
Content This subject consists of two units: Unit A: Anatomy for Acupuncturists, and Unit B: Clinical Features of Disease.

Unit A: Anatomy for Acupuncturists, and Unit B: Clinical Features of Disease.


Subject Hours The equivalent of 3 hours per week over one semester organised according to the teaching mode used.
Assessment Theory review (20%); case study analysis and/or presentation (40%); individual planning and policy development project (40%). All components of assessment must be satisfactorily completed.
with emphasis on the clinical manifestations and differentiation of symptoms rather than on detailed pathological changes; main pathology tests used for organ systems; demonstration of simple diagnostic techniques that will cover the following areas: practicum and demonstration – use of stethoscope, sphygmomanometer; differentiation of DVT pain and other pain; palpation of internal organs; urine testing with dip-stick; use of ophthalmoscope and audiometer; visual inspection of the throat; inspection of skin lesions for neoplastic change; looking at blood film; looking at plain X-rays and computerised tomography (CAT) scans.

**Required Reading**

**Subject Hours**
Four hours per week for one semester.

**Assessment**
Unit A Assignment and laboratory reports, 40%; unit examination, 60%. Unit B Class tests of practical skills, assignments and threshold tasks, 60%; unit examination, 40%.

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**RBM5510 NEUROLOGICAL AND NEUROMUSCULAR DISORDERS FOR EXERCISE REHABILITATION**

**Campus** Footscray Park

**Prerequisite(s)**
HPG5041 Functional Anatomy or equivalent

**Content**
The subject content will include (i) mechanisms of injury and repair in neurological and neuromuscular tissue; (ii) spinal cord and peripheral nerve injuries; (iii) acquired brain injury; (iv) stroke (cerebro-vascular accident): neurological and neuromuscular deficits; (v) multiple sclerosis; (vi) Parkinson’s disease; (vii) muscular dystrophy; (viii) mitochondrial myopathies; (ix) cerebral palsy; (x) ageing; (xi) detrimental effects of long term inactivity and bed rest.

**Required Reading**

**Recommended Reading**

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**RBM5610 CLINICAL NUTRITION**

**Campus** Footscray Park

**Prerequisite(s)**
HPG5041 Functional Anatomy or equivalent

**Content**
The subject content will include (i) an overview of human nutrition; (ii) assessment of nutritional status; (iii) nutritional implications specific to obesity, diabetes, cardiovascular diseases, arthritic conditions, osteoporosis, central, spinal and peripheral neuropathies, psychiatric diseases; and (iv) dietary treatment aspects of these conditions.

**Required Reading**

**Subject Hours**
Two hours of lectures per week for one semester.

**Assessment**
Case studies x2 (30% each).

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**RFB5115 CLINICAL PHARMACOLOGY & PATHOLOGY FOR CHINESE HERBAL MEDICINE**

**Campus** City Flinders, St Albans

**Prerequisite(s)** Nil

**Content**
Clinical Pharmacology: This subject provides students with the opportunity to develop an understanding of the principles underlying the actions and interactions of drugs, poisons and xenobiotics relating to the use of Herbal Medicine. The subject will provide an overview of the scope of pharmacology and toxicology with particular emphasis on the interrelationships between herbs and drugs. Topics addressed will include concentration response relationships, adsorption of drugs and xenobiotics, and drug and xenobiotic distribution. The metabolism of xenobiotics including roles in drug elimination, detoxification, production of toxic and...
mutagenic intermediates, excretion, pharmacokinetics, and clinical aspects will also be addressed. Clinical Features For Disease: Aetiology, pathogenesis, morphology and clinical manifestation of disease processes occurring in the organ systems, with emphasis on the clinical manifestations and differentiation of symptoms rather than on detailed pathological changes; Main pathology tests used for organ systems; Demonstration of simple diagnostic techniques that will cover the following areas. Practicum and demonstration: use of stethoscope, sphygmomanometer; differentiation of DVT pain and other pain; palpitation of internal organs; urine testing with dip-stick; use of ophthalmoscope and audiometer; visual inspection of the throat; inspection of skin lesions for neoplastic change; looking at blood film; looking at X-rays and computerised tomography (CAT) scans.

**Required Reading**

**Recommended Reading**

**Subject Hours**
Clinical Pharmacology: The equivalent of two hours per week for one semester comprising lectures and tutorials. Clinical Features For Disease: The equivalent of two hours per week for one semester comprising lectures and tutorials.

**Assessment**
Clinical Pharmacology: One two-hour examination (50%); one written assignment of 2000 words (50%). Clinical Features For Disease: Class tests of practical skills, assignments and threshold tasks (60%); end of semester exam to assess understanding of diagnostic methods and required knowledge (40%).
RECOGNITION – RPL/RCC, CREDIT TRANSFER AND ADVANCED STANDING

Victoria University recognises that valuable learning takes place outside the University through:

- study towards formally recognised qualifications (either fully or partially completed) such as a degree, diploma, or certificate (this is referred to as credentialed study);
- short courses, offered by professional bodies, voluntary associations, workplaces, trade unions, government agencies and/or community groups, that do not lead to formal qualifications (or non-credentialed learning);
- work experience; and
- life experience.

Recognition of Prior Learning (RPL) or Recognition of Current Competency (RCC) is an assessment process whereby the learning that students have achieved through study and life/work experience is matched against the learning that would be covered in specific units of study.

Students are encouraged to think broadly about their experiences as in addition to providing entry into a course, students’ prior learning may enable them to be granted credits for units of study within that course.

Victoria University has established the following processes to facilitate the recognition of learning achieved outside the University: Pathways, Credit Transfer, and Recognition of Prior Learning or Recognition of Current Competencies.

By recognising students’ past experiences and achievements, the University ensures that students do not repeat the skills and knowledge they have already achieved.

In this way students are able to shorten the length of their course, saving time and money. They study at the appropriate level, are encouraged to continue their learning and achieve their educational goals with maximum efficiency.

Students who have already successfully completed any of the units of study in the course in which they are enrolling may be eligible for credit transfer. Under Recognition of qualifications issued by another RTO, Victoria University will recognise Qualifications and Statements of Attainment issued by any Australian Registered Training Organisation.

PATHWAYS

Victoria University is widely recognised as a national leader in developing pathway arrangements for students, particularly between the TAFE and higher education sectors.

Standardised pathways are formally approved links between courses in different sectors or within the same sector. ‘Articulation’ describes the links or pathways between courses. Students who take advantage of pathways are called articulating students.

Pathways allow for students to move from:

- secondary school to TAFE;
- TAFE to TAFE;
- TAFE to higher education;
- higher education to TAFE;
- higher education to higher education;
- workplace to TAFE or higher education;
- private training organisation to TAFE or higher education;
- international courses to TAFE or higher education.

Examples of pathways include:

- credit/exemptions – for example students who have successfully completed the Advanced Diploma of Business (Accounting) will receive credit for twelve units of study in the Bachelor of Business (Accounting), if they gain entry into that degree course;
- entry only – for example students who have successfully completed Science for Nurses (Gateway to Nursing and the Health Sciences) gain entry into the Certificate IV in Health (Nursing) if they meet particular entry criteria for the Certificate IV in Health (Nursing).

Pathways may also link courses in the same or different disciplines.

Students who meet the conditions specified in the pathway will be granted the benefits specified in the pathway provided they have met the entry requirements.

Note that students who have not completed their initial course may still obtain credit in recognition of the relevant units of study successfully completed.
APPLICATION PROCESS

Students who believe that they are eligible for RPL/RCC, credit transfer or entry or credit through a pathway are advised to approach their Faculty or Department Office for further information including relevant application form. Forms are also available from the Centre for Commencing Students and Student Administration. Students are encouraged to discuss their application with their teacher/lecturer before it is submitted. Departments will provide information about the evidence that is required.

Students should provide details of any prior study when they:
- apply to enter a course;
- are interviewed in the Centre for Commencing Students; or
- enrol.

Students eligible for entry or credit on the basis of a formally approved pathway will be identified at the time of enrolment. Any credit may be granted at the time of enrolment.

The University will endeavour to process applications for RPL/RCC or credit transfer as soon as possible. Processing time depends on the complexity of the application but should take no more than four weeks.

FEES

An Assessment Fee may be charged where an external board/party is involved in the RPL/RCC assessment process.

A fee will apply to fee for service programs.

TAFE applicants will be notified of any applicable fees in writing.

NOTIFICATION

Applicants will receive in writing the results of their application for RPL/RCC or credit transfer or assessment.

RIGHT OF APPEAL

Applicants have the right to appeal the outcome of their application or the process. Refer to the relevant Faculty or Department Office for advice on the process for lodging appeals.

HOW TO APPLY FOR COURSES

Prospective articulating students already enrolled at Victoria University who wish to apply for all undergraduate courses offered by the Faculty of Arts, Education and Human Development will need to complete an 'Internal Transfer Application' form through the University's Admissions Branch by 4 November of the year before they wish to commence their course.

Prospective articulating students from other post-secondary institutions who wish to apply for all undergraduate courses offered by the Faculty will need to complete an application through the Victorian Tertiary Admissions Centre (VTAC) by September of the year before they wish to commence their course.

Prospective articulating students for TAFE courses need to submit an application directly to the TAFE sector of the University.
STUDENT SERVICES DEPARTMENT
The Student Services Department's responsibilities feature administrative and professional services that range from admission to graduation, encompass the spectrum of dual sector offerings and relate to international and domestic students. The Department is made up of a Director's Office and three Branches. In summary the key groupings are as follows:

Office of the Director: responsible for department-wide operations of finance, staffing, policy and quality assurance as well as specialist childcare services that support the student experience through the provision of childcare at key campuses.

Student Administration: responsible for the key processes that feature a focus on statutory, system and student progress across the dual sectors including the key events of admission, enrolment, assessment and graduation.

Student Liaison: responsible for face-to-face student liaison through student service centres at all campuses, a student contact centre providing telephone and web services, and specialist services of student advocacy and representation.

Student Support: responsible for professional services that support and enhance the student experience including counselling, health, housing, financial and international student support as well as sport and recreation services.

Children's Services: offers childcare services to staff and students at four University-operated centres including: Footscray Park Childcare, Footscray Nicholson Children's Centre, Newport Children's Centre, Werribee Children's Centre. The centres aim to maintain a high-quality, caring environment where children have access to a range of educational programs that meet their individual developmental and creative needs.

Further details about what the above sections can offer students can be found on the Student Services website at: www.vu.edu.au/services

AskVU allows users to:
- search for answers in an extensive database of frequently asked questions;
- ask a question to the Student Contact Centre; and,
- manage inquiries in a personal portal called “Your History”, where all your questions and askVU responses will be stored.

AskVU is accessed at: www.askvu.vu.edu.au

MyVU is a web-based portal for the use of current students that allows students to:
- check enrolment details;
- apply for a course online;
- apply for scholarships online;
- apply for graduation online;
- view student results online.

MyVU is accessed at: www.myvu.vu.edu.au

CONTACT FOR ALL ONSHORE STUDENT ADMINISTRATION ENQUIRIES
Telephone:  (03) 9919 1900
Website: www.askvu.vu.edu.au

STUDENT ADMINISTRATION AT OFFSHORE LOCATIONS
Graduation and Offshore Student Administration provides the student administration services for all offshore programs for both sectors. The University has partnerships with several organisations to enable programs to be delivered in offshore teaching sites such as Bangladesh, China, Hong Kong, Indonesia, Malaysia, New Zealand, Singapore, Thailand, and Vietnam.

GRADUATION AND OFFSHORE STUDENT ADMINISTRATION
Telephone:  61 3 99192846
Fax: 61 3 99192853
Email: offshoreadmin@vu.edu.au
Website: www.vu.edu.au
Located: Room 4C, 141, St Albans Campus

HOW TO APPLY FOR A VICTORIA UNIVERSITY COURSE

TAFE COURSES AND UNDERGRADUATE DEGREES
Applications for the majority of undergraduate degrees offered by Victoria University should be made through the Victorian Tertiary Admissions Centre (VTAC). Applications for study at TAFE certificates level I, II, and III should be made directly to Victoria University. For TAFE qualifications above these levels, applications for full-time study should be made through VTAC. Those seeking to study any TAFE course part-time should apply directly to Victoria University.
For the latest course information and application forms, visit www.vu.edu.au/admissions. Prospective students can apply directly to Victoria University online for many courses that are not run through VTAC. Many courses at Victoria University also provide for online application at: www.myvu.vu.edu.au

POSTGRADUATE DEGREES
Victoria University offers a diverse range of postgraduate programs in a number of disciplines by either coursework or research. In general, prospective students must have completed a degree, with honours, from a recognised tertiary institution to be eligible for postgraduate research programs; or a degree from a recognised tertiary institution to be eligible for postgraduate coursework programs.

PREQUISITES AND EXTRA REQUIREMENTS
Some courses require applicants to complete specific requirements before they can be considered for entry. For example: completion of particular academic studies, attendance at an interview, presentation of a portfolio, or completion of a supplementary information form. These prerequisites and extra requirements are updated and published each year at www.vu.edu.au and in the VTAC Guide.

CENTRE FOR COMMENCING STUDENTS
As a future student, you can visit the Centre for Commencing Students (CCS) for course information and advice. You can pick up brochures for each higher education and TAFE course, covering all levels of study from certificate to postgraduate courses. CCS staff are available to answer your queries, and a career counsellor will help you find the right career and course for you. Appointments can be made by contacting the CCS by email at CCS@vu.edu.au or by phoning (03) 9919 4110.

If you require more information:
- contact the CCS by email at ccs@vu.edu.au, by phoning (03) 9919 4110 or visit the CCS resource area, Building C, Victoria University, Footscray Park Campus, Ballarat Road, Footscray;
- pick up a course brochure from the CCS;
- read VU’s Guide for Parents, Transition from School to University and What it Requires, available from the CCS;
- read VU’s higher education or TAFE handbooks. They contain detailed course information and are available in school libraries and from school careers advisers, or can be viewed online at www.vu.edu.au;
- visit the VU stands at local or metropolitan career expos; and
- come along to VU’s Open Day, Sunday 13 August 2006, Footscray Park Campus, Ballarat Road, Footscray, 10am – 4pm.

PORTFOLIO PARTNERSHIP PROGRAM
Victoria University’s Portfolio Partnership Program (PPP) is an alternative-entry scheme available only to Year 12 students attending a participating secondary college in Melbourne’s western metropolitan region and the City of Hume, and Macedon Ranges and Moorabool Shires. As an alternative-entry process to the University, the PPP looks beyond the ENTER score – it is based on criteria other than ENTER and middle-band selection. The PPP requires applicants to submit a portfolio that is used for selection to courses offered in the program.

The portfolio enables students to demonstrate:
- their goals and achievements;
- previous studies;
- work experience;
- skills and personal qualities;
- examples of their work; and
- other evidence that indicates a commitment to a proposed study area.

The PPP is for students who:
- have been consistent achievers in senior secondary years;
- have demonstrated the potential to succeed at university;
- have a strong vocational commitment; and
- have a strong preference for one of VU’s PPP courses.

Applicants may only apply for one course via the PPP by submitting their portfolio and ensuring the course is included in their VTAC application. For further details of available PPP courses view www.vu.edu.au/PPP or contact the Centre for Commencing Students (CCS):

Email: CCS@vu.edu.au
Telephone: (03) 9919 4110

COURSE ENTRY
INDIGENOUS AUSTRALIANS
The University has a flexible admissions and selection policy for Aboriginal and Torres Strait Islander peoples. Direct applications may be assessed on an individual basis by the Centre for Commencing Students and course selection officers, with the assistance of VU’s Moondani Balluk. In situations where students are required to apply for courses through VTAC, Aboriginal and Torres Strait Islander people should also complete the University’s Aboriginal and Torres Strait Islander profile form, available at: www.vu.edu.au/admissions.asp

For more information contact Indigenous staff
Email: moondani.balluk@vu.edu.au
Telephone: (03) 9919 2891

SPECIAL ENTRY AND ACCESS SCHEMES
VTAC SEAS APPLICANTS
VTAC have introduced a system wide umbrella program called Special Entry Access Scheme (SEAS).

For all VTAC courses, Victoria University will consider SEAS applications providing the applicant has lodged an application with VTAC and completed a VTAC SEAS form with appropriate supporting statements and/or evidence.

DIRECT APPLICANTS WHO APPLY FOR SPECIAL CONSIDERATION
Applicants who apply directly to the University should indicate in their application form if they are seeking any special consideration due to their life circumstances and if there are any circumstances which they believe have affected their ability to reach their full educational potential.

CATEGORIES FOR SPECIAL CONSIDERATION FOR VU COURSES
Mature Age Entry – applicants who have accumulated relevant experience since leaving school or since meeting tertiary entrance requirements.
Non-English Speaking Background – for an applicant who has arrived in Australia within the last 10 years and speaks a language other than English at home and considers the impact of a non-English speaking background on academic performance for entry to tertiary studies.

Recognition as an Indigenous Australian – applicants with an Aboriginal or Torres Strait Islander background, who can demonstrate association with an Indigenous community.

Difficult Family Circumstances – applicants who have been prevented from reaching their educational performance potential because of their family circumstances, which must be long term and severe.

Disadvantaged Socio-Economic background – applicants who have suffered educational disadvantage as a result of their socio-economic circumstances.

Rural or isolated Applicants – applicants who have suffered educational disadvantage as a result of either undertaking their secondary schooling in a rural or isolated area and/or are required to move from such an area to undertake the tertiary course of their choice.

Women in Non-traditional areas – courses where women are significantly in the minority of students eg Engineering and Information Technology.

BASIS FOR SPECIAL CONSIDERATION

Selection will take into account the applicant’s provision of with appropriate supporting statements and/or evidence identifying the following:

• the recency of the condition;
• the duration of the condition;
• the timing of disruption;
• the nature and severity of the condition.

NEED HELP?

The latest information regarding application procedures for individual courses, and the relevant forms, can be obtained from www.vu.edu.au/admissions.

Alternatively, contact the Admissions Office:

Email: admissions@vu.edu.au
Telephone: (03) 9919 2286

FLEXIBLE LEARNING

Victoria University offers a broad range of courses, from Certificate I to PhD. The University also offers bridging and preparatory programs for entry into courses. Different courses fit into the Australian Qualifications Framework. See section on AQF below.

The University is committed to establishing multiple course entry and exit points. Multiple entry points enable individuals to enter a course at a level that meets their educational needs. Multiple exit points provide students with the flexibility to exit at different stages of a course with qualifications. This flexibility accommodates work and other commitments that learners face throughout a lifetime. Victoria University encourages lifelong learning by recognising an individual’s past experiences and achievements. Recognition of Prior Learning (RPL)/ Recognition of Current Competency (RCC) and Credit Transfer facilitate movement along Articulation Pathways arrangements developed by the University and may save students time and money.

ARTICULATION PATHWAYS

Victoria University is a leader in the development of Articulation Pathways. Articulation Pathways link courses within and between the TAFE and higher education sectors. Articulation Pathways specify how previous study (usually in a related field) may be recognised and credited. For example, students who have completed the Advanced Diploma of Accounting may be eligible for up to 12 unit of study credits if they gain entry into the Bachelor of Business – Accounting. This means it may take them less time to complete the degree. Information about Articulation Pathways is available at www.vu.edu.au (through the Centre for Commencing Students home page link). Articulation Pathways from university to vocational education and training qualifications are also becoming increasingly popular as a way of gaining industry experience needed to increase employment opportunities.

RECOGNITION POLICY (RPL/RCC)

Credit Transfer recognises a course or courses a student has previously undertaken and enables the student to gain credit in another course. Students who believe they maybe eligible for Credit Transfer should apply for it when they have accepted a place in a course and have enrolled and not when the teaching period commences. A Recognition Policy has been implemented which outlines the process for Recognition of Prior Learning (RPL) and Recognition of Current Competency (RCC) applications.

RPL/RCC is an assessment process that applies to individuals who may have prior study, or other relevant experience, but who do not have access to Credit Transfer arrangements for the chosen course. The RPL/RCC process recognises previous study by matching learning that has been achieved through study, life and work experience against learning that would be covered in specific units of study or modules. Students are encouraged to discuss possible Credit Transfer and RPL/RCC applications with the course co-ordinator at enrolment. For more information on Articulation Pathways, Credit Transfer and RPL/RCC contact the Centre for Commencing Students:

Email: CCS@vu.edu.au
Telephone: (03) 9919 4110

AUSTRALIAN QUALIFICATIONS FRAMEWORK

The Australian Qualifications Framework (AQF) is a system of thirteen national qualifications in schools, vocational education and training (TAFE and private providers), and the higher education sector (mainly universities). The framework links all these qualifications and is a highly visible, quality-assured national system of educational recognition which promotes lifelong learning and a seamless and diverse education and training system.

MODES OF STUDY

Most Victoria University courses can be studied either full time or part time. Part-time study allows students to further their employment opportunities or interests while meeting work, family or other commitments. A small number of courses also offer fleximode study, whereby students may undertake study via a combination of delivery/attendance methods, including:

• workplace learning;
• distance education;
• workshops;
• accelerated or decelerated learning.
NEW APPRENTICESHIPS

New Apprenticeships is a joint Federal and State Government initiative aimed at providing structured on- and off-the-job training to those interested in obtaining a nationally recognised qualification, while employed either full time or part time. Victoria University is a major New Apprenticeships provider and offers training in the following industry areas and many more:

- aged and disability care;
- animal studies;
- art and design;
- automotive;
- building and construction;
- chemical and oil;
- childcare;
- civic construction;
- community services;
- computer systems;
- electrical and electronics;
- engineering;
- food processing;
- hairdressing and beauty;
- hospitality;
- industrial skills;
- information technology;
- retail and wholesale;
- sales and marketing;
- security.

For further information about the Australian Government Incentives Program available through the New Apprenticeships Program, and what New Apprenticeships can do for you and your employer, contact Jobs Plus New Apprenticeships Services:

Website: www.jobsplusnac.com.au
Telephone: (03) 9919 8533

UNDERGRADUATE DEGREES

In general, undergraduate degree courses require three to four years of full-time study, depending on the program selected. These courses are generally open to students who have completed VCE or equivalent. Certain courses require previous study in selected disciplines, such as mathematics or physics. See individual courses, found in the ‘Course Information’ section of this guide, for details and prerequisites.

HONOURS DEGREES

To qualify for a bachelor degree with honours, students must complete an additional year of study in which they undertake in-depth theoretical studies and gain supervised research experience relevant to their chosen discipline. Students may enrol in an honours year if they complete an appropriate undergraduate degree and achieve consistently high-level results across the first three years of study.

COMBINED AND JOINT DEGREES

Combined degrees combine the core components of two disciplines of study – taken from either one or two faculties – into a single program of study. The program is undertaken over a four- or five-year period and the graduating student receives two degrees, for example: Bachelor of Arts – Asian Studies/Bachelor of Business – International Trade. Joint degrees integrate two degrees, each of which is run independently by two different schools, departments or faculties. The program is undertaken over a three- or four-year period and the graduating student receives a single degree, for example: Bachelor of Business – Marketing/Applied Economics.

POSTGRADUATE COURSES

NORMAL ENTRY

DOCTOR OF PHILOSOPHY (PhD)

To be eligible for admission a person must have:

- a masters degree; or
- a four-year bachelor degree with honours or honours degree with a superior performance at 1st Class or 2A honours level; or
- a three-year bachelor degree together with a postgraduate diploma that is an extension of the discipline contained in the undergraduate qualification and at a level considered to be equivalent to 1st Class or 2A honours, as determined by the Head; or
- been enrolled in a masters by research program and shown exceptional ability in the conduct of the first stages in a project and been approved for transfer into a PhD program by the Committee for Postgraduate Studies on the recommendation of the Head.

For admission to a PhD program a student must provide evidence acceptable to the Head of a capacity to undertake research in the discipline.

MASTERS DEGREE

To be eligible for admission applicants must have:

- qualified for a first degree of the University (or such other degree as the Department may deem equivalent for this purpose) at a standard considered by the Department to be sufficiently meritorious; or
- qualified for any other award judged by the Department to be of a relevant and appropriate standard; and
- produced evidence of professional experience through which they have developed their applied knowledge of the relevant field of study, and which satisfies the Department that they have the capacity to undertake study for the degree of master; and
- fulfilled any other conditions relating to prerequisite study which the Department may have imposed in respect of their admission to candidature.

GRADUATE DIPLOMAS AND GRADUATE CERTIFICATES

To be eligible for admission applicants must normally have successfully completed a degree or diploma and may be required to attend an interview or selection test.
UNDERGRADUATE COURSES

NORMAL ENTRY
Persons applying for entry to higher education undergraduate courses (other than those listed below under Direct Application) to study either full-time or part-time must apply through the Victorian Tertiary Admissions Centre.

While the VTAC Guide to Undergraduate and TAFE Courses is available from newsagents, a convenient and comprehensive application service is available from their website at: www.vtac.edu.au

Persons applying through VTAC should note that the VTAC rules, by which the University is bound, provide that no selection authority shall take into account the preference for that course as indicated by the applicant. This means that even if an applicant has indicated a lower preference for the course concerned than other applicants, there shall be no prejudice and each applicant will be considered equally.

PREREQUISITES AND EXTRA REQUIREMENTS
Some higher education undergraduate courses have special prerequisites for enrolment. Where this is the case, these requirements are published two years in advance in the Victorian Tertiary Education Requirements (this is published as a supplement in the press) and for the following year in the VTAC Guide.

For some higher education undergraduate courses, the application process requires applicants to complete a Supplementary Information Form available from the relevant Faculty Office, the Admissions Office or the University website: www.vu.edu.au/admissions. These courses are identified in the VTAC Guide.

SPECIAL ENTRY
Persons applying for admission to a University course under Special Entry (except those applying for readmission) should obtain an application form from the Centre for Commencing Students. However, persons seeking Special Entry must also apply to VTAC unless the course comes under the Direct Applications category.

READMISSION TO THE UNIVERSITY
Students who are currently enrolled in an award course may apply directly to the University for admission to another course for the following teaching period. Students seeking readmission to the University should contact the Faculty or School administering the relevant course or Student Administration.

All other students who were previously enrolled at the University but whose enrolment has lapsed, or who have been excluded from their course because of unsatisfactory progress, may reapply for admission to the same or another course in any subsequent academic year. These students should apply using the standard procedures for that course. Such applicants for readmission to the University will have to meet the selection criteria applying to their intended course.

The selection process will take account of:

- the person’s previous academic performance at the University and their commitment to complete the course; and
- whether the circumstances which led to the person’s previous unsatisfactory progress or to their allowing their previous enrolment to lapse have changed or improved.

If selected for re-admission such students will be subject to the course requirements in effect at the time of re-entry and may have special conditions attached to their re-admission.

PART-TIME ADMISSION
Persons applying for admission on a part-time basis to Higher Education undergraduate courses and TAFE courses should follow the application procedures set out above. Where a form is to be lodged with the University as well as with VTAC, applicants should indicate their intention to study part-time on the form.

POSTGRADUATE COURSES

MASTERS BY COURSEWORK, GRADUATE CERTIFICATES AND GRADUATE DIPLOMAS
All persons seeking admission to postgraduate studies in the University (except for the Graduate Diploma of Education) must apply direct to the University.

Application forms for graduate certificates, graduate diplomas and masters by coursework are available from the Student Administration Admissions Office at the St Albans Campus or Faculty offices on the campus where the course is offered.

DOCTOR OF BUSINESS ADMINISTRATION
Prospective students should contact the Faculty of Business and Law office at either the Footscray or City campuses for application details.

DOCTOR OF PHILOSOPHY AND MASTERS DEGREES BY RESEARCH
Those persons interested in pursuing a research degree are advised to contact the Postgraduate Studies Officer in the Faculty or Department in which they wish to study to discuss research interests and to determine the availability of suitable supervisors and facilities relevant to the proposed research.

Once the Department has confirmed that the applicant is eligible to enrol, an Application for Enrolment Form must be completed and lodged along with the necessary enrolment forms at Student Administration.

DIRECT APPLICATIONS
All direct applications for admission to award courses must be on appropriate University application forms, available from the University. Telephone (03) 9919 2286 for details or via www.vu.edu.au/admissions.

CLOSING DATES FOR DIRECT APPLICATIONS
Applicants lodging direct applications should contact the relevant Faculty or School for closing dates. Direct applicants should note that the selection process will be facilitated by lodging application forms at the earliest possible date, with the required accompanying documentation attached.

SELECTION PROCEDURES
Applicants may be required to complete a literacy and/or numeracy exercise as part of the selection procedure and may be given the opportunity to attend an interview as part of the selection procedure.

DOCUMENTATION
Direct applicants currently attempting Year 11 or Year 12 subjects should lodge their applications by the due date and then send a copy of their results when they become available. Other applicants who have attempted Year 11 or Year 12 should attach a certified copy of certificates.

All persons seeking admission to a course leading to one of the above awards who did not complete VCE must support their application with documentary evidence proving they have the educational qualifications referred to in their application. All
documents should be in the form of certified copies and if documents are in a language other than English, officially certified translations together with certified copies of original documents are required. The University will retain all such evidence. Original documents should never be sent but must be available on request and may be required at a later stage of the selection process (e.g. during interview).

If a direct applicant has undertaken previous tertiary studies the applicant must attach a certified copy of the full transcript of his or her academic record(s) obtained at the previous institution(s). Please do not send original documents.

UNIT OF STUDY CREDITS AND ADVANCED STANDING CREDIT FOR PREVIOUS TERTIARY STUDIES

Students who have completed unit(s) of study at another tertiary institution may be granted credit for equivalent units in Victoria University courses. A unit of study credit will allow a student an exemption from a course unit of study, while the value of that unit of study will still be counted towards their award.

Applications for credit for previous tertiary study must be accompanied by documented evidence of the units of study passed, together with details of these units of study for comparison with the Victoria University course. Please note that the University may seek information from the other tertiary institutions about the applicant. The process is as outlined in the University’s Recognition Policy.

COURSE VARIATION BY SPECIAL APPROVAL

In cases where credit for units of study of a student’s course is not appropriate, the Dean of the Faculty or Head of the School or Department responsible for the student’s course may grant a variation to course requirements by special approval. A course variation substitutes alternative units of study of similar content and duration for units of study normally required within a student’s course.

The purpose of Course Variation by Special Approval is to avoid repeating curriculum material where it is deemed that a student will not gain substantial educational benefit from one or more of the normal requirements of the course, but where the student does not meet all the criteria for unit of study exemption.

APPLICATION PROCEDURE

Applicants for admission to courses at Victoria University should indicate on their application form if they wish to apply for credit. Applicants applying for credits are also encouraged to complete an Application for Credit Transfer Form. All such applications must be lodged before the end of the second week of the relevant teaching period.

Processing of applications for unit of study credit may take several weeks. This process will be facilitated by the applicant providing all relevant information when lodging an application.

The following documents must be included in an application:
- a completed Application for Credit Transfer Form. This form is available from Student Administration or the relevant Faculty;
- a copy of the applicant’s academic record from the previous institution(s);
- where available, a description of the unit of study as published in the Handbook of the applicant’s previous institution, e.g. if applying for an exemption in Economics 1 at Victoria University on the basis of a pass in Economics 1 at Monash University in 2005, the applicant should attach a copy of the unit of study description of the unit from the 2005 Monash University Handbook; and
- any other material that applicants wish to submit in support of their application.

TIME LAPSE BETWEEN STUDIES

Normally, credits for studies in a previous course of study will not be considered if studies were undertaken more than 10 years prior to the application. Courses linked to fields in which there is rapid change in technology and/or knowledge may set a maximum time limit of less than ten years. In cases where it can be demonstrated that relevant skills have been maintained and, where appropriate, updated, the above time limit restrictions may be waived by the appropriate Dean or TAFE Deputy Director on the recommendation of the appropriate Head of School or Department.

SCHOLARSHIPS

Scholarships are available to Higher Education (undergraduate) and TAFE students studying full-time who meet one or more of the following criteria:
- are on a low income;
- have dependent children;
- have moved from a rural or regional area to study;
- have an Indigenous background;
- are returning to study;
- have completed Year 12 in the Western Region of Melbourne;
- experience other significant educational disadvantages.

Eligibility criteria will apply. Scholarships vary in value from $1000 per annum to $4000 per annum. Apply online once you have enrolled or re-enrolled in a course at www.vu.edu.au/scholarships


Visit our website for further details: www.vu.edu.au/scholarships or phone (03) 9919 2581

ENROLMENT

WHAT YOU NEED TO ENROL
- Your Letter of Acceptance or VTAC Offer Letter (new students only)
- Your Tax File Number (TFN)
- Photo identification
- Proof of citizenship – an original or certified copy of any of the following:
  - Birth Certificate;
  - Birth Extract;
  - Passport;
  - Certificate of Citizenship;
  - Letter of Grant of Australian Citizenship;
  - Change of Name documents (if necessary).

If you are an Australian Permanent Resident please present an original or certified copy of any of the following:
- Passport showing Permanent Residency (PR);
- Certificate of Permanent Residency (PR);
- Change of Name documents, if necessary.

If you are enrolling into a TAFE course you will also need to bring along full payment of fees or part payment if on concession or applying for a fee extension.

TAFE students applying for a fee concession are also required to bring relevant documentation to support their application. Details about the documentation required can be found at the VU website www.vu.edu.au/student_services
PROOF OF QUALIFICATIONS
Admission and enrolment are conditional upon proof of stated qualifications. All claims of qualifications that have been obtained outside the University should be supported by appropriate documentary evidence, certified copies of which should accompany the application for admission. These copies will be retained by the University.

APPROVAL OF COURSE OF STUDY
All courses of study (i.e. individual student’s unit of study selection) must be approved by the Faculty, School or Department responsible for administration of the student’s course before enrolment registration will be accepted by the University. Students should take particular note of the administrative arrangements for enrolment.

ENROLMENT FORMS
All students commencing or continuing studies at Victoria University must complete the relevant official enrolment and statistics form(s). These form(s) must be approved and signed by an authorised officer of the relevant School or Department.

Victoria University is committed to protecting and maintaining the privacy, accuracy and security of your personal information and complies with the University’s published privacy policies, commitments, guidelines and procedures, which conform to and support all privacy obligations that bind the University. The University is compelled by law to supply some statistics – for example, it must supply statistics to the Bureau of Statistics. Statistics supplied to outside bodies will be in the form of aggregate figures only; the outside body concerned will be unable to identify any student by name. Only the Australian Taxation Office is supplied with the names, addresses, birth dates and HELP liability of relevant students of the University.

CONFIRMATION OF ENROLMENT
Confirmation of course and unit of study enrolment will be issued to higher education students each teaching period and to TAFE students, upon enrolment. Students should check their enrolment details carefully and notify Student Administration without delay of any errors or amendments using an Enrolment Amendment Form. Enrolment Amendment forms are available from Student Administration website, Faculty, TAFE School and/or Student Service Centres. They may be lodged at any Student Service Centre.

ENROLMENT REGISTRATION AND VALIDATION
An enrolment is registered by the University when it is appropriately approved and entered onto the University’s database by an authorised officer.

ENROLMENT PROCESSING TYPES
Student enrolments can be processed in one of three ways:

<table>
<thead>
<tr>
<th>Format</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal</td>
<td>Commencing VTAC students and International Students.* Enrolments are conducted at a centralised venue on campus.</td>
</tr>
<tr>
<td>Express</td>
<td>Limited to smaller groups of students as negotiated by individual Education Units. Enrolment processing will be undertaken at your campus Student Service Centres.</td>
</tr>
<tr>
<td>Batched</td>
<td>Enrolments where the data entry of enrolment details and the production of a student invoice are done at a time other than when a student’s academic authorisation has been approved by the relevant TAFE School or Faculty.</td>
</tr>
</tbody>
</table>

* Applies to international students who (i) enrol in the week before teaching period 1 and 2 and (ii) a late session on Monday of week 1 of teaching period 1 and 2.

CANT ATTEND A SCHEDULED ENROLMENT SESSION?
Where students are unable to attend the designated re-enrolment session, they must arrange for a proxy to enrol on their behalf. The Enrolment by Proxy form is available on the VU website: www.vu.edu.au/Services/Student_Administration/Commonly_Used_Forms/. Please ensure that you carefully read the information on the back of the form.

If you do not enrol or arrange a proxy, you will lose your place in your course and will be placed on a waiting list for re-instatement into your course.

COURSE TRANSFER
An enrolled student wishing to transfer to a course of study in another Faculty, School or Department must apply for admission to the intended course of study on the appropriate form. Where this course transfer is approved, the student will be withdrawn from the previous course and enrolled into the new course.

LAPSED ENROLMENT
Past students of the University who are not on approved Leave of Absence (or deferment) from the University and who have not enrolled at the University for the previous semester, automatically forfeit their student place at the University and must re-apply for admission according to the procedure set down for new students.

STUDENT IDENTITY CARD
An identity card (ID card) with your student number, photograph and signature will be issued to you once you have completed your enrolment.* This card should be carried with you at all times, as you may be asked to produce it at any time.

Your card is required in the following instances:

- admission to examinations;
- re-enrolment;
- library services;
- computer centre services; and
- travel and other concessions.

Your ID card number is a unique number and should be quoted on all correspondence with the University. Proof of identity is required prior to the issuing of your ID card. Cards can only be replaced by paying a fee and taking another form of photo identification to a Student Centre on campus.

In addition, University ID cards may be used to operate photocopiers and access other services.

* Students new to VU are required to provide proof of citizenship prior to issuing an ID card.

CONTINUING STUDENTS
Students who have been enrolled for the previous teaching period should comply with the re-enrolment requirements set down by the relevant Faculty, School or Department. Particular attention should be paid to University re-enrolment schedules.

ENROLMENT ENQUIRIES
Enrolment enquiries should be directed to AskVU@vu.edu.au or to any Student Service Centre on campus.

Enrolment enquiries from students studying offshore should be directed to offshoreadmin@vu.edu.au
ENROLMENT VARIATIONS AND COURSE WITHDRAWAL

HIGHER EDUCATION STUDENTS

Students wishing to vary their enrolment should complete an Application for Unit of Study Amendment Form. Students should lodge the form at any Student Service Centre. Students who withdraw from a unit of study before the census date do not incur a liability e.g. HECS-HELP/FEE HELP liability for those units of study. Students who withdraw from units of study after the census date, but before the late withdrawal date, do incur a liability e.g. HECS-HELP/FEE HELP liability but not an academic penalty for those units of study. Students who withdraw from units of study after census date incur a liability, e.g. HECS-HELP/FEE HELP liability and an academic penalty of ‘WN’.

If special circumstances occur after census date and studies cannot be continued, a student can apply for:
- Student Learning Entitlement (SLE) re-credited; and/or
- HELP debt remitted; and/or
- a refund of any up-front payments towards Student Contribution/Tuition fees.

Eligible students must apply in writing within 12 months from the date of withdrawal. Students wishing to totally withdraw from studies should complete an Application for Course Leave of Absence, Deferment or Withdrawal Form, obtain approval from the Faculty or Department responsible for administration of the course, and lodge the approved form at any Student Service Centre. Withdrawal from units of study or courses will not automatically be permitted after census dates in each teaching period. If a student withdraws from enrolment at the University during the year without being granted leave of absence, it will be necessary to re-apply for admission to the course to recommence studies at any later stage. In such circumstances, re-admission is not automatic.

TAFE STUDENTS

TAFE students wishing to vary their enrolment should complete the appropriate form within four weeks of the course start date.

RULES FOR VARYING AN ENROLMENT

Students must enrol in a course of study or for a unit of study during official enrolment periods. Acceptance of late enrolments and late variations (but not course withdrawals) will be accepted based on the following table:

<table>
<thead>
<tr>
<th>TAFE Unit(s) of Study</th>
<th>Rules for varying enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Ed Unit(s) of study in a standard teaching period</td>
<td>On the first business day of the second week from the course start date after this time, program manager approval is required.</td>
</tr>
<tr>
<td>Higher Ed unit(s) of study in a non-standard teaching period</td>
<td>To the end of the first week.</td>
</tr>
<tr>
<td>Cross Institutional</td>
<td>Subject to Faculty approval and no later than census date for a given teaching period.</td>
</tr>
<tr>
<td>Research</td>
<td>Subject to Faculty approval.</td>
</tr>
<tr>
<td>Short course less than 2 weeks duration</td>
<td>Subject to Department approval.</td>
</tr>
<tr>
<td>Short course greater than 2 weeks duration</td>
<td>To the end of the first week of the course start date.</td>
</tr>
</tbody>
</table>

Higher Education students will be entitled to lodge a late unit(s) of study addition and Reduced/Overload Study form up to the end of the fourth week of a standard teaching period or the end of the second week for a non-standard teaching period. This is subject to academic approval and payment of relevant fine.

Students who do not comply with the enrolment and re-enrolment requirements, including the payment of relevant fees, will be required to pay a late enrolment fee and where appropriate, a reinstatement of enrolment fine. Details about Student Administration fees and charges can be found at the VU website. www.vu.edu.au/services/student_administration/Enrolment_and_Fee_information

LEAVE OF ABSENCE AND DEFERMENT

Leave of Absence, for periods of up to one year initially, may be granted by the Faculty or School responsible for the administration of a student’s award course. A student must submit an Application for Course Leave of Absence, Deferment or Withdrawal form available from the Enrolment & Fees website or the relevant Faculty, School or any Student Service Centre.

Deferments will only be available to students who have not commenced their studies. Applications must be made within seven days from the date of offer being made to the student. It should be noted that not all faculties will offer deferment.

UNDERGRADUATE AND POSTGRADUATE COURSES

A completed Application for Course Leave of Absence, Deferment or Withdrawal form including a recommendation from the appropriate School or Department should be approved by the Faculty or School prior to the enrolment census date for the teaching period in which the leave is to commence.

The Faculty or School will advise students in writing regarding the outcome of their application. Where leave of absence is approved for Higher Education students after the relevant enrolment census date, students will remain liable for HECS contributions in respect of their enrolment in that teaching period.

DOCTOR OF PHILOSOPHY AND MASTERS BY RESEARCH

Students should approach the Postgraduate Studies Unit, Footscray Park Campus for advice regarding application for leave of absence. Application forms can be obtained from the Unit or any Student Service Centre.

PERSONAL DETAILS

Students who change their name, address or emergency contact must do this in writing by completing a Personal Data Amendment form available from a campus Student Contact Centre. Students requiring a change of name must produce documentary evidence [e.g. marriage certificate, statutory declaration] in addition to completing a Personal Data Amendment form.

ENROLMENT RELATED FEES AND CHARGES

Students are required to pay all the fees for which they have been assessed including:
- the General Service Fee, inclusive of a building levy (if applicable);
- Tuition fees; and
- Student Contribution amount (if applicable).

Some Higher Education students will be eligible to defer their Student Contribution amount/Tuition Fees through a Higher Education Loan Program (HELP).
**PAYMENT OF FEES IS REQUIRED BY THE DUE DATE AS SPECIFIED ON THE TAX INVOICE.**

Students are required to pay their relevant fees by the due date as outlined in their invoice. TAFE concession Students are required to pay the minimum fee (expected to be $70) at the time of their enrolment.

Students who are experiencing financial difficulties and are unable to complete payment of their fees on time should seek advice from Student Services Department.

**GENERAL SERVICE FEE (GSF)**

These fees are paid to the University to fund a variety of non-academic and general services, activities and facilities of benefit to all students. The amount is determined by the students enrolment load to a maximum amount of $300 for the year. It should be noted that this fee may be subject to future legislative changes and are subject to Council approval.

The detailed GSF amounts for students (excepting full fee students) is:

- For enrolment in higher education units of study:
  - $2.61 per 0.01 equivalent full-time student load;
  - A building levy of $40 for enrolment at one or more of the University’s Australian campuses.
- For enrolment in Technical and Further Education units of study:
  - $0.362 per student contact hour (SCH);
  - A building levy of $40 for enrolment at one or more of the University’s Australian campuses;
  - A building levy of $4 for students enrolled in Industrial Skills Training Centre part courses;
- TAFE concession students undertaking government funded courses pay an $18 GSF.

**ONSHORE, OFF CAMPUS STUDENTS**

Onshore students enrolled in either higher education or TAFE courses for delivery by off campus mode are required to pay the minimum GSF.

**TAFE TUITION FEES**

Fees will be implemented in line with Ministerial Directions. For 2006, a tuition contribution of $1.31 per enrolled hour applies with a minimum amount of $52 to a maximum of $839.

**HIGHER EDUCATION TUITION FEES**

Undergraduate and Postgraduate units of study are grouped into Student Contribution (SC) bands based on demand for the discipline and the cost of teaching the unit. A students liability also depends on their relative study load as determined through their equivalent full time study load (EFTSL) and whether they have continuous study in their course of study prior to 2005. Further information can be accessed at: www.goingtouni.gov.au

Specific details of VU student contribution amounts and course fees for domestic students is available at: www.vu.edu.au/Courses/Tuition/Guide

**EXEMPTIONS**

In cases of hardship, students can contact Student Support staff at your campus.

**REFUND OF FEES**

**HIGHER EDUCATION DOMESTIC STUDENTS**

If you have withdrawn from your Course or any subjects or taken an approved Leave of Absence, the table below will help you work out any refund of fees you may be eligible for.

An administration charge of $10.00 is payable for refunds of the General Services Fee, except when transferring to another institution. This is deducted from the refund payable.

<table>
<thead>
<tr>
<th>Type of fee</th>
<th>Before Sem 1 census date</th>
<th>After Sem 1 census date but before</th>
<th>After Sem 2 census date</th>
</tr>
</thead>
<tbody>
<tr>
<td>General services fee/reduction of liability for applicable semester/s</td>
<td>$18 retained unless you are taking up a place at another institution</td>
<td>No reduction of liability for Sem 1, but full reduction of liability for Sem 2 component</td>
<td>No reduction applicable</td>
</tr>
<tr>
<td>Student contribution/reduction of liability for applicable semester/s</td>
<td>No reduction of liability for Sem 1, but full reduction of liability for Sem 2 component</td>
<td>No reduction applicable</td>
<td></td>
</tr>
<tr>
<td>Non-award tuition fees</td>
<td>No reduction for Sem 1, but full reduction of Sem 2 component</td>
<td>No reduction applicable</td>
<td></td>
</tr>
<tr>
<td>Full fee tuition fees</td>
<td>No reduction for applicable semester/s</td>
<td>No reduction applicable</td>
<td></td>
</tr>
<tr>
<td>University fees</td>
<td>Review and/or report fees</td>
<td>If your result is upgraded a fee has been charged, it may be refundable</td>
<td></td>
</tr>
</tbody>
</table>

**TAFE DOMESTIC STUDENTS**

If you have withdrawn from your Course or any Units of Study, the table below will help you work out any refund of fees you may be eligible for. Students transferring to another institution within 4 weeks of the course start date are eligible for a full refund, proof must be provided with the application.

<table>
<thead>
<tr>
<th>Type of fee</th>
<th>Before course start date</th>
<th>After course start date</th>
<th>Before refund date (4 weeks after course start date)</th>
<th>After refund date (4 weeks after course start date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General services fee/base fee</td>
<td>$18 retained unless you are taking up a place at another institution</td>
<td>No reduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition fees</td>
<td>$52 retained unless you are taking up a place at another institution</td>
<td>No reduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials fees</td>
<td>Full refund</td>
<td>No refund if you have attended classes</td>
<td>$30 administration fee retained if you have not attended classes</td>
<td></td>
</tr>
<tr>
<td>Full fee course fees</td>
<td>$100 administration fee retained if you withdraw up to 5 days prior to the course start date</td>
<td>No refund if you withdraw less than 5 days prior to the course start date</td>
<td>Full refund if the university cancels the course</td>
<td></td>
</tr>
</tbody>
</table>

**CROSS INSTITUTIONAL ENROLMENT**

**STUDENTS OF VICTORIA UNIVERSITY**

Special arrangements can be negotiated whereby students studying towards a recognised higher education award may be given specific approval to undertake studies outside their awarding institution to count towards completion of course requirements. Such arrangements are termed ‘Cross Institutional Enrolment’.
WHO IS ELIGIBLE TO BE COMMONWEALTH SUPPORTED?

The Course Co-ordinator of the relevant faculty and VU International in the case of an international student, must approve the Cross Institutional enrolment. Approval will not be given for more than one-half of a student’s course to be undertaken at another institution. Approvals must be completed prior to the teaching period census date.

A student of the University who undertakes an approved cross institutional course is required on completion of the unit to provide a copy of the results to the relevant VU Faculty Office to confirm completion of the Unit of Study(s) and in order for the appropriate grade to be entered against their external Unit of Study enrolment and to avoid delays when applying to graduate.

Where the host institution administers a Commonwealth Supported place in respect of a cross institutional enrolment that is approved by this University to count towards completion of a course, that part of the student’s Unit of Study enrolment at this University relating to the cross institutional studies will be exempt from student contribution liability. Such liability will be payable at the other institution where the Unit of Study is undertaken.

STUDENTS OF OTHER INSTITUTIONS

Students who have been admitted to higher education award courses at other tertiary institutions will, under certain circumstances, be permitted to undertake studies at the University to count towards completion of those courses. Admission of cross institutional students is subject to funding, timetabling and class size considerations, and requires the approval of the Head of School or Department responsible for teaching the Units of Study concerned.

Students of other institutions wishing to apply for enrolment should obtain written approval from the Director Student Services (or equivalent) at their home institution, verifying their enrolment status, indicating the nature of the studies to be undertaken, and certifying that the studies, if successfully completed, will count towards their existing award.

Approvals must be completed prior to the teaching period census date.

HECS-HELP ASSISTANCE

There are two forms of HECS-HELP assistance as follows:

- a HECS-HELP Loan made available by the Australian Government to eligible Commonwealth Supported students to assist in the payment of their Student Contribution amount;
- a HECS-HELP discount of 20 per cent is available to all students who make upfront payments of $500 or more, towards their Student Contribution amount directly to their Higher Education Provider prior to Census Date.

HECS-HELP – WHO IS ELIGIBLE?

Students are eligible for HECS-HELP assistance if they:

- are enrolled in a unit of study as a Commonwealth Supported student; and
- meet the citizenship or residency requirements as outlined in the HESA; and
- submit a completed Request for Commonwealth support and HECS-HELP form; and
- supply their Tax File Number if they intend to defer their Student Contribution amount through a HECS-HELP loan; or
- pay 80 per cent of the Student Contribution amount directly to the Higher Education Provider.

FEE-HELP ASSISTANCE

FEE-HELP is a loan scheme that assists eligible students to pay their tuition fees. FEE-HELP can cover all or part of a student’s tuition fees, up to a lifetime limit of $50,000, the amount is indexed each year by DEST.

FEE-HELP – WHO IS ELIGIBLE?

Students are eligible for FEE-HELP assistance if they:

- are undertaking study at an eligible higher education provider or Open Learning Australia; and
  - meet the citizenship or residency requirements as outlined in the HESA; and
  - are enrolled in an eligible unit of study on the census date; and
  - are not Commonwealth Supported in relation to the unit;
  - have submitted a completed Request for FEE-HELP assistance form;
  - meet the Tax File Number Requirements; and
  - have not exceeded the FEE-HELP limit.

OS-HELP ASSISTANCE

OS-HELP is a loan scheme to assist eligible undergraduate students to undertake some of their course of study overseas. OS-HELP is not available to students undertaking their whole course outside Australia.
OS-HELP – WHO IS ELIGIBLE?
The following table outlines who is eligible for OS-HELP assistance:

<table>
<thead>
<tr>
<th>Eligibility Requirements</th>
<th>You must be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship</td>
<td>• An Australian citizen, or&lt;br&gt;• The holder of a permanent humanitarian visa.</td>
</tr>
<tr>
<td>Enrolment conditions</td>
<td>• Enrolled in an undergraduate course of study, and&lt;br&gt;• Enrolled in full-time study with an overseas higher education institution or the overseas campus of a Victorian university for study commencing on or after 1 January 2005 and for which you will be outside of Australia while undertaking the study.</td>
</tr>
<tr>
<td>Course of study</td>
<td>• Have successfully completed at least one year (equivalent full-time) of your course of study in Australia as a Commonwealth-supported/HECS student or as a merit-based equity scholarship holder; and&lt;br&gt;• Have the overseas study count as credit towards the course of study you are enrolled in; and&lt;br&gt;• Still have at least one half year (equivalent full-time) of study yet to complete in your course when you return from overseas.</td>
</tr>
<tr>
<td>Previous OS-HELP loans</td>
<td>• Received OS-HELP on more than one other occasion, and&lt;br&gt;• Been granted an OS-HELP loan from another provider for the same or overlapping period.</td>
</tr>
</tbody>
</table>

Application for OS-HELP loans are to be made directly to the Education Abroad Unit, with the forms located on the VU Internet. Further information can be provided by contacting the Education Abroad Unit on:

Email: educationabroad@vu.edu.au
Telephone: (03) 9919 1296

STUDENT LEARNING ENTITLEMENT AND CHESSN

Students eligible for a Commonwealth Supported place will receive a Student Learning Entitlement (SLE), providing access to seven or more years of equivalent full-time study load in a Commonwealth supported place. Commonwealth Supported Students will be allocated a Commonwealth Higher Education Student Support Number (CHESSN) allowing them to monitor their SLE balance. Students can access information relating to their SLE balance via the Going to Uni website at: www.goingtouni.gov.au

TAX FILE NUMBERS

HANDLING OF TAX FILE NUMBERS BY UNIVERSITY STAFF

Tax File Numbers submitted by students or received from the Australian Taxation Office will be kept secure and confidential and no unauthorised person will be permitted access to this information.

COLLECTION OF TAX FILE NUMBER INFORMATION BY THE UNIVERSITY

If a student provides a Tax File Number that does not conform to the specifications provided by the Australian Taxation Office, the responsible University Officer has the authority not to accept or process the student’s enrolment.

If a student fails to provide a Tax File Number or a Certificate of Application from the Australian Taxation Office by the enrolment census date, then the responsible University Officer has the authority to cancel the student’s enrolment.

COMMUNICATION FROM THE UNIVERSITY TO STUDENTS

TAX INVOICE

The University will issue a Tax invoice to each student detailing:

• the student’s personal details;
• the course of study the student is enrolled in; the units of study the student is enrolled in for the current teaching period;
• the Effective Full Time Student Load (EFTSL) or Student Contact Hours (SCH) for each unit(s) of study for Higher Education and TAFE students respectively; and
• details of applicable fees due that may include Amenities and Services fees; Material and Ancillary fees; Student Contribution amounts and/or Tuition Fees;
• Payment methods.

COMMONWEALTH ASSISTANCE NOTICE

Higher Education Commonwealth Assisted Students are issued with a Commonwealth Assistance Notice (CAN) within 28 days of Census Date for each teaching period of study. Students are required to check the enrolment information provided on the CAN and inform the University in writing within 14 days of generation of the CAN if they identify incorrect information. If the University does not receive any feedback from a student within 14 days of the CAN being issued, the student’s enrolment record as shown on the CAN is taken to be correct and the student will incur the Student Contribution and/or Tuition Fees for each Unit of Study listed on the CAN.

ASSESSMENT

A candidate becomes eligible for assessment in a unit of study only when enrolled in that unit. Candidates will be considered as having entered for assessment in all units of study for which they have enrolled.

A student will be deemed to have enrolled for assessment in a unit of study unless such enrolment has been formally withdrawn by the specified date. Application for timely unit of study withdrawals must be made on the appropriate University form. Total withdrawal from a course of study must be approved by the Faculty, School or Department responsible for administration of the student’s course by the specified date.

All defined fee payments must be completed before any enrolment or assessment is validated and/or confirmed by the University. The enrolment of those students who do not complete payment within the required timeframe will be cancelled. Students are notified of an enrolment cancellation by mail. A student will only be reinstated to the course where authorisation from the Faculty or TAFE School’s Administration office has been obtained, a reinstatement fee and all outstanding fees have been paid.

When students enrol at the commencement of the academic year, a provisional enrolment for Semester Two is registered. It is important to note that the Faculty or TAFE School administering each course of study has the power to amend, restrict or cancel provisional semester enrolments.

All enrolled students are eligible for assessment in each of the units of study in which they are enrolled. In most units of study offered by the University there will be more than one assessment task or component of assessment during a teaching period.
The components of assessment for each unit of study will vary but may include attendance, examinations, tests, exercises, practical tasks, essays, assignments, articles, theses or other work.

More precise details of the assessment for each unit of study will be provided by the School or Department Examination Board for that unit of study not later than two weeks after commencement of teaching in the unit of study. These details will include:

- the nature of each component of assessment;
- the approximate length or extent of each of the components;
- the approximate due date for each component;
- the proportion of total marks assigned to each component; and
- the standard deduction of marks for late submission.

The Examination Board for each unit of study will consist usually of the Head of the relevant School or Department (as Chairperson) and the examiners for the unit of study. Usually there will only be one examiner for each unit of study who will be one of the members of staff teaching the unit of study. The examiner(s) will be appointed by the end of the second week in each teaching period. The examiners may be assisted in correcting work by assistant markers appointed by the Chairperson of the Examination Board.

The University has adopted rules in relation to assessment and the supervision of assessment. These rules form Part 1 of the Schedule to a Statute of the University (Statute 6.3.1—Assessment). A copy can be obtained from the Governance and Policy Branch, telephone (03) 9919 4022.

**ASSESSMENT IS AVAILABLE ONLY TO STUDENTS OF THE UNIVERSITY**

Students cannot have results for an examination in a unit of study in which they have not formally enrolled; check carefully your Enrolment Registration and Commonwealth Assistance notices to ensure that your enrolment is correct in every detail.

**A WORD OF WARNING**

Do not leave things to the last minute. You may receive little sympathy if you approach staff during the examination period regarding a problem that has affected your enrolment status or hampered your performance throughout the teaching period.

If circumstances force you to ‘drop’ a unit of study, make sure you apply to withdraw from that unit of study at the earliest possible time and at least before the deadline specified by Student Administration. If you do not complete the assessment for a unit of study for which you are enrolled you will receive a ‘Fail’ grade in that unit of study even if you have not attended classes in that unit of study. You will also incur a HELP liability for the unit of study.

**EXAMINATION TIMETABLE**

The final examination timetable is posted on University noticeboards and web site www.vu.edu.au approximately five weeks before the examination period begins. It is your responsibility to check this timetable for any clash, and to refer any clash enquiries to examinations@vu.edu.au or telephone (03) 9919 4523.

You will not be given special consideration if you misread the examination timetable and miss an examination, nor will you be entitled to another examination.

No information about the examination timetable will be given by telephone.

**CONDUCT OF EXAMINATIONS**

Enquiries about examinations may be directed by email to examinations@vu.edu.au or to the Student Service Centre on your campus.

Unless otherwise indicated on the published timetable, examination sessions will normally commence at:

- **9.30am** morning examination sessions
- **2.00pm** afternoon examination sessions
- **6.00pm** evening examination sessions

Students will be admitted to the examination room at those times and given fifteen minutes at the commencement of the session for the purpose of reading the paper. Any variation of this practice will be notified to students in the printed timetable. As a rule, no writing, note making or marking of the paper in any way is permitted in this reading time. A member of the academic or teaching staff will be present at the beginning of each examination session at the examination venues to answer any inquiries about the question paper.

Before entering the examination room, students must ascertain their individual seat numbers from lists posted on noticeboards at the examination venues and web site www.myvu.vu.edu.au. Lists are posted on the University website at least two weeks prior to the commencement of examinations. Any student who has not been allocated a seat number should report immediately to a Student Service Centre before the commencement of the examination session.

No student may enter the examination room more than half an hour after the commencement of the session or leave the examination room until half an hour after the commencement of the session or during the last quarter of an hour of the session.

You may bring into the examination room: pens, ink, pencils, rulers, erasers and mathematical instruments (see below for use of calculators and electronic devices).

You may not bring into the examination room any book, paper or other material that has not been specifically authorised for use at that particular examination: if, during an examination, you are found to be in possession of such material, you will be reported as having breached examination rules and may face disciplinary action.

You are strongly advised not to bring to examinations any unnecessary clothing, papers, books, bags, handbags, wallets, folders, valuables or other personal items. You will not be permitted to bring into the examination room any bag, handbag, folder, pencil case, calculator case, pager or similar item. You are warned of the possibility of theft. The University accepts no responsibility for loss of or damage to any item left outside of or brought into an examination room.

You must bring your student identity card or other photographic identification such as driver’s license or passport to each of your examinations. Checks will be conducted in examination venues to verify the student’s identity and any discrepancies will be dealt with University Statutes.

Further information about the conduct of the examinations is given in the Rules and Regulations published with the examination timetable and on the University web site at: www.vu.edu.au/Services/Examinations/Rules_and_Regulations/
ACADEMIC MISCONDUCT
Students should note that the University regards academic misconduct as a very serious matter. Students found guilty of academic misconduct could be excluded from the University. The period of exclusion will vary depending on the circumstances of individual cases.

The following are some of the actions which have resulted in students being found guilty of academic misconduct:

- taking unauthorised materials into an examination;
- submitting work for assessment knowing it to be the work of another person;
- improperly obtaining prior knowledge of an examination paper and using that knowledge in the examination;
- disobeying any reasonable instruction of a supervisor;
- directly or indirectly assisting other students or accepting assistance from any person other than a supervisor.

Possible penalties if found guilty of academic misconduct are referred to in Statute 2.7 and include:

- a formal reprimand;
- forfeiture of the whole or part of any assessment in the unit of study to which the misconduct relates;
- the imposition of a fine of not more than $500;
- suspension or exclusion from the course in which the student is enrolled.

SPECIAL CONSIDERATION
Students may apply for special consideration if their work during a teaching period or examination or other assessment has been gravely affected by illness or other serious cause.

Application must be made no later than three days after the date of submission of the assessment for which special consideration is sought. Applications seeking an extension of time to complete a component of assessment should be made to the relevant School or Department. All other applications should be made to the relevant Faculty Manager concerned or to the TAFE Executive Officer.

Where students have been prevented by illness or other cause from making application within the three-day period they can make a late application setting out the reasons why the application could not be made earlier.

A successful application for special consideration may result in the student being allowed to undertake supplementary or further assessment.

Students will not be given special consideration for misreading the examination timetable.

STUDENTS WITH DISABILITIES – ALTERNATIVE ASSESSMENT ARRANGEMENTS
Students with an ongoing disability should immediately register with Disability Services in the Equity and Social Justice Branch of the University once enrolled in their course. Students with a temporary disability, which puts them at a disadvantage in written examinations, should advise the relevant Faculty Manager or the TAFE Executive Officer and also register with Disability Services at the beginning of the teaching period of study or immediately after their disability is known to discuss alternative arrangements for examinations.

Alternative assessment arrangements could include extra time, a separate room or use of adaptive equipment in examinations.

USE OF LINGUISTIC DICTIONARIES
Students may apply to use an English language dictionary in an examination during the first 2 years of enrolment in the University if:

- the student has arrived from a non-English-speaking country within the last five years;
- the student has regularly attended an approved program designed to improve their language skills.

These are general guidelines only and criteria may vary with individual unit of study assessment requirements. An Application to Use a Dictionary Form is available from campus Student Contact Centres and must be presented together with a registered dictionary. The concerned lecturer must then approve this form. After the completion of this process, students are required to bring this form along with the dictionary to the examination venue.

USE OF ELECTRONIC DICTIONARIES
The use of electronic dictionaries is not permitted.

USE OF COMPUTERS AND ELECTRONIC CALCULATORS
Faculties, Schools and teaching Departments are responsible for determining which materials will be allowable for use in examinations. Students should refer to individual unit of study guides for details about the use of calculators and electronic devices.

Generally, students will be allowed to bring into an examination room only pens, pencils and non-electronic mathematical instruments unless otherwise specified in the unit of study guide.

FURTHER ASSESSMENT
Before the results of assessment for any component of assessment are published, the examiners may administer a further component of assessment to resolve any doubts as to whether a student has reached the required standards, or about the grade to be awarded to the student.

This means it is vital that students ensure they can be easily contacted between the time a component of assessment is completed and results are published.

NOTIFICATION OF RESULTS
The final results for any unit of study will not be officially notified to students before the completion of assessment in that unit of study and their formal publication. No information regarding results will be given by telephone.

A further component of assessment – oral, written or practical – may be administered by the examiners in any unit of study at short notice and before the publication of results. Students should therefore ensure that they can be easily contacted until the publication of results.

REVIEW AND REPORTS
Students may apply to have an assessment of any work remarked or to be given a report on their assessed work. These applications may be subject to a fee.

Applications must be made to the Chairperson of the relevant Examination Board within seven days of the day upon which the results of assessment were published or become available for collection.

Students will be notified of the results of any review of their work.
UNIT OF STUDY ASSESSMENT AND GRADING

Grades for Year 2006 are as follows:

GRADERS FOR ASSESSED UNITS OF STUDY (INCLUDING THESIS)

Grades for Honours Unit(s) of Study, Theses and Units of Study taken in Postgraduate Courses, Grades for Honours Years, Honours Degrees, Degrees with Honours and Degrees of Master, are all assessed as a whole.

H1  First Class Honours, 80 per cent – 100 per cent
H2A  Second Class Honours, Upper 70 per cent – 79 per cent
H2B  Second Class Honours, Lower 60 per cent – 69 per cent
H3  Third Class Honours, 50 per cent – 59 per cent
N  Fail, 0 per cent – 49 per cent
S  Ungraded Pass

GRADERS FOR OTHER UNITS OF STUDY

HD  High Distinction, 80 per cent – 100 per cent
D  Distinction, 70 per cent – 79 per cent
C  Credit, 60 per cent – 69 per cent
P  Pass, 50 per cent – 59 per cent
N1  Fail, 40 per cent – 49 per cent
N2  Low Fail, 0 per cent – 39 per cent
S  Ungraded Pass*
U  Ungraded Fail

* S Ungraded Pass may also be used to represent the grade Recognition for Prior Learning.

COMPETENCY – BASES GRADES (TAFE)

CC  Achieved Outstanding Competency
CP  Achieved Competency – Highest Grade Awarded
PP  Achieved Competency
NN  Competency Not Achieved

CODES FOR INCOMPLETE ASSESSMENT

X  Continuing Unit of Study
L  Not Yet Assessed – Special Cause**
     (Higher Education Units of Study only)
RO  Result Outstanding

** An L grade is required to be converted to a final result grade within one teaching period and prior to the commencement of the following academic year, otherwise the assessment automatically lapses to a Fail.

ADDITIONAL CODES

SC  Satisfactory Completion of Class Hours
UC  Unsatisfactory Completion of Class Hours
SE  UoS Exemption/Credit Transfer
E1  Exempt Semester 1 (full year UoS)
E2  Exempt Semester 2 (full year UoS)
CE  Joint Course/Complementary Enrolment
     (result issued by other institution)
NT  Not Assessable
     (Short Course Module or Short Course Unit) (TAFE only)
NY  Not Assessed (Internally approved, or Nationally Accredited, Module or Unit) (TAFE only)
WN  Withdraw – Failed
WD  Withdraw – Without Academic Penalty
WL  Withdraw – Late
VC  VCE
TA  TAFE Preparatory Assistance
S  Recognition of Prior Learning/Recognition of Current Competencies

COURSE ASSESSMENT AND GRADING

Special provisions are made on a course-by-course basis for students who encounter difficulties with academic progress. The provisions for Stage Completion and Faculty Passes detailed below should be read in conjunction with the course-specific progress regulations that appear in the Faculty Details of Courses.

STAGE COMPLETION

Some courses are formally divided into stages. These are identified in the details of courses.

Following final assessment in all units of study within a course semester, course year or other defined course stage, a student may receive a stage grading as follows:

• stage completed, all units of study passed;
• stage completed by compensation.

Stage completion by compensation will only be granted to a student who, though not passing all individual units of study, has aggregated grades above pass level and at a standard appropriate for progression to the subsequent course stage. Stage completion by compensation is not a pass in the unit of study and might not be recognised by all appropriate professional bodies.

Procedures for stage gradings in particular courses are as recommended by academic course departments or faculties and approved by the University.

MAXIMUM TIME FOR COMPLETION OF AWARDS

The policies set out below represent the basic rules relating to the granting of a University award. Additional rules or requirements set by the Faculty are included in the Faculty section of this Handbook.

PARTIALLY COMPLETED COURSES

Where a student enters a University course by transfer from incomplete studies at another institution, that student must complete at least the final full-time year (or equivalent) of the course to qualify for the University award. This applies to all courses that are longer than one year of equivalent full-time study in duration.

This means, for example, that a student entering a three-year course having previously completed over two years of a comparable award at another institution can receive, at a maximum, two years’ advanced standing in the Victoria University course.

COMPLETED COURSES – MAXIMUM ADVANCED STANDING

A student who has qualified for a VU degree or diploma must complete, at a minimum, the equivalent of at least one year’s full-time study in order to qualify for any subsequent University qualification at a comparable level.

MAXIMUM TIME FOR THE COMPLETION OF AWARDS

To be eligible for the award of a Degree, Diploma, Associate Diploma, Advanced Certificate or Certificate, a student is required to complete all course requirements within the course progression regulations within the University. maximum periods of time, unless such provision is specifically waived for that student by the University.

Maximum times for completion of awards are as follows:

• Certificate  5 years
• Advanced Certificate  5 years
• Associate Diploma*  8 years
• Undergraduate Diploma  10 years
• Undergraduate Degree of 3-years duration full-time  10 years
• Undergraduate Degree of 4-years duration full-time  10 years
• Graduate Diploma  6 years
• Graduate Certificate  3 years

*Including time taken to complete preliminary Advanced Certificate year where applicable.
The time periods are taken from the beginning of the first teaching period for which the student was enrolled in the course, until the completion of all course requirements, and may include time elapsed due to deferment, suspension or voluntary withdrawal from the course.

Note: The maximum completion times apply in the absence of specific course requirements. For specific courses, shorter maximum time periods can be specified, and where this is the case, the shorter time limit will apply.

**ACADEMIC PROGRESSION**

**UNSATISFACTORY PROGRESS**

The demand for tertiary study places exceeds the number of places available. Every year a considerable number of applicants fail to gain entry to the University. It is assumed that every person selected into an award course has the capacity to succeed. However, if students do not progress satisfactorily, they will be asked to show cause as to why they should be permitted to continue in the course.

An important aim of the University is to assist its students to succeed. Therefore, students should make use of the free counselling services provided if they are encountering problems or difficulties that are affecting their studies. These difficulties could include problems in organising time, financial difficulties, personal problems or difficulties in writing and presenting assignments and essays.

On the recommendation of the relevant Faculty or School, the University may specify academic progression rules for each individual course. Students should carefully read the progression rules relating to their course of study as detailed in the relevant section of the Handbook or in course regulations.

A student who fails to make satisfactory progress in a course of study is liable for exclusion from that course. This applies where a student does not achieve a satisfactory performance on a component of assessment, fails to attend without good reason for the performance of a component of assessment, or does not perform a component of assessment. In these cases, the relevant Faculty, School or Department, after investigating the circumstances and allowing the student to be heard, either personally or through a representative, may notify the student in writing that he or she has made unsatisfactory progress in a unit of study.

In addition to notifying the student of unsatisfactory progress, the relevant Faculty or School may also notify the student that it intends to make a recommendation to the Academic Board or the Board of TAFE that the student be excluded or suspended from the course or only be allowed to continue under certain specified conditions. As a general policy, the following will form part of all award course progression regulations within the University.

Students may not:

- enrol in any sequential unit of study without having passed all prerequisite units of study; or
- enrol in any unit with a co-requisite unit of study without having either previously passed the co-requisite unit of study or enrolling simultaneously in the co-requisite unit of study.

In reaching its decision about what action should be recommended with respect to unsatisfactory progress by a student, the faculty or school may establish one or more committees to consider the circumstances and hear any submission that a student wishes to make.

After receiving a recommendation from a faculty or school, the Academic Board or the Board of TAFE, as appropriate, may exclude or suspend the student from a course.

Alternatively, the relevant Board may specify the conditions under which the student may continue in a course. Special arrangements will apply to doctoral students and students undertaking masters degrees by research who should seek advice on those arrangements from their supervisors.

Any student who is notified of unsatisfactory progress should seek assistance from Student Services staff or the Student Union at the earliest opportunity.

**DISCIPLINE**

The University will act to protect good order and the rights of individuals within its confines. To this end, a formal process will be followed to deal with any alleged breach of discipline or misconduct.

The University operates within the provisions of a Statute dealing with discipline (Statute 4.1—Discipline). A copy can be obtained from the Governance and Policy Branch, telephone (03) 9919 4022.

**PLAGIARISM**

Paragraph 11(3)(d) of the Schedule to Statute 6.3.1—Assessment states that a student shall not, during or in connection with the performance of any component of assessment, submit or represent the whole or part of published or unpublished material, written or prepared by some person or persons other than that student, as being the work of that student.

Any student committing a breach of this rule shall be guilty of a disciplinary offence and all further proceedings will be conducted in accordance with Statute 4.1—Discipline, and Statute 2.7—The Discipline Committee.

**GRADUATION PROCEDURES**

This information relates to graduation from Certificate, Advanced Certificate, Associate Diploma, Diploma, Advanced Diploma, Bachelors, Graduate Certificate, Graduate Diploma, Masters and Doctoral awards of the University.

Upon satisfying all the requirements of an award course a student is regarded as a graduand and is eligible to become a graduate.

When you have completed or nearly completed a course you are required to submit an Application for an Award form. You can apply online through myVU at http://myvu.vu.edu.au. Alternatively, forms can be collected from and handed in at the Student Service Centre at any campus of Victoria University or downloaded from the University website and sent directly to:

Graduation and Offshore Student Administration
Telephone: 61 3 9919 2846
Fax: 61 3 9919 2853
Email: graduate@vu.edu.au
Website: www.vu.edu.au/graduation
Located: Room 4C, 141, St Albans Campus

Forms must be submitted before the set closing date.

Graduation ceremonies in 2006 are scheduled as follows:

- 16 February 2006: Malaysia
- 20 February 2006: Hong Kong
  Applications close 14 October 2005
  Attendance closes 11 January 2006
- 5 to 9 June 2006: Melbourne Convention Centre
  Applications close 27 January 2006
  Attendance closes 5 May 2006
- 1 to 3 November 2006: Melbourne Convention Centre
  Applications close 18 August 2006
  Attendance closes 29 September 2006

A graduation fee applies if you decide to attend a graduation ceremony.
ACADEMIC DRESS
The wearing of academic dress on ceremonial occasions is one of the traditions that is attached to universities. Victoria University has based its academic dress on the basic style of Oxford. It consists of a gown, a cap or bonnet, and a hood which represents the discipline of the degree.

CERTIFICANTS
A black gown and black cap together with a black stole faced in tangerine.

DIPLOMATES AND GRADUATE CERTIFICANTS
A black gown and black cap together with a black stole faced in the discipline colour.

BACHELORS
A black gown and black cap with a black hood half lined with the discipline colour. The hood for the honors degree also has a white band on the edge of the hood.

MASTERS
A black gown and black cap with a black hood fully lined with the discipline colour.

Discipline colours:
- Ruby: Arts
- Ultramarine: Business or Business Administration
- Cherry: Education
- Silver Grey: Engineering
- Old Rose: Health Science
- Parchment: Law
- Pansy: Music
- Buff: Psychology
- Spectrum Green: Science or Applied Science
- Gold: Social Work

DOCTORATES
A black bonnet with a gold cord and scarlet gown with a facing of the discipline colour and black hood fully lined in the discipline colour as follows:
- Adonis Blue: Doctor of Business
- Cherry: Doctor of Education
- Graphite: Doctor of Engineering
- Pearl White: Doctor of Laws
- Ruby: Doctor of Letters
- Sapphire: Doctor of Philosophy
- Old Gold: Doctor of Psychology
- Spectrum Green: Doctor of Science
- Sky Blue: Doctor of the University

The academic dress for indigenous Australians is the habit of their award together with a calf length black and red silk stole that has gold tassels, a map of Victoria in gold silk and ‘Victoria University’ embroidered in gold on the left end of the stole, and the sun in gold silk and ‘Ngaga Jindi Woraback’ embroidered in gold on the right end of the stole.

CREDIT POINTS
The credit point system provides a uniform basis for establishing unit of study relativities and values within a course. The objectives of the credit point system are to:
- simplify and standardise the relativities and values within a course in relation to EFTSL;
- provide a uniform measure of total student workload across all higher education programs; and
- allow students to make informed judgements on their likely workload in units of study across various disciplines.

WHAT IS A CREDIT POINT VALUE?
The value of a credit point is determined by the total student effort involved in the completion of a unit of study and includes private study hours, tutorial or laboratory work, library and research work together with formal class contact hours. The credit point value of a unit of study reflects its academic weight and the total amount of effort relative to other units of study within a course. There is no link between credit points and contact hours.

WHAT TYPE OF CREDIT POINT SYSTEM?
The University has introduced a standard course value system of credit points. This means that all courses within the higher education sector of the University will have the same number of credit points for each year of a course.

HOW MANY CREDIT POINTS?
The University has adopted from 2006 a system of 96 credit points for each year of a course. Thus a three-year degree program will equal 288 credit points, a four-year degree 384 credit points and so on.

HOW CAN I IDENTIFY MY ENROLMENT LOAD?
- 0–35 credit points per semester will equal a part-time load
- 36–48 credit points per semester will equal a full-time load
- 0–70 credit points per year will equal a part-time load
- 71–96 credit points per year will equal a full-time load.

EFTSL
All universities are required to calculate individual student enrolment load per year of a course. The Department of Education, Science and Training (DEST) expresses the value of an enrolment load as a percentage of 1, which is considered to be the total value of a standard, full-time course load. This unit of measurement is referred to as an Equivalent Full-Time Student Load or EFTSL.
SERVICES AVAILABLE TO STUDENTS

STUDENT CAREER DEVELOPMENT
Student Career Development provides an innovative range of services to Victoria University students. These services include:

- Online Career Services and Resources – website: www.vu.edu.au/careers
- Online job vacancy service – www.vu.edu.au/careers
- Career Development Programs
- Career Counselling
- Employment Services
- Career Resource Centres

Careers Counselling appointments are available for students at most campuses by phoning (03) 9919 4944.

ONLINE CAREER SERVICES AND RESOURCES
Visit our website, www.vu.edu.au/careers, to access career and employment information, workshops, employment opportunities and employer events. Put your career online by developing an Eportfolio at myeportfolio.vu.edu.au. Email your resume or career question to careers@vu.edu.au for feedback and answers from VU Careers Educators.

CAREER DEVELOPMENT PROGRAMS
These include Student Career Portfolio development, job search skills workshops, Employability Skills Development Programs, Young Achievement Australia, Industry Mentoring programs and in-class programs. Visit www.vu.edu.au/careers to see what’s on this month.

EMPLOYMENT SERVICES
Victoria University’s online jobs board can be accessed through www.vu.edu.au/careers Register on the site now for automatic notification of a wide variety of jobs and regular event updates via email.

Meet prospective employers at the the annual Careers Fair for students held on 30 March 2006. Its free, its easy and the employers come to you! Watch the website for details of other employer campus visits.

WHERE ARE WE?
Student Career Development, Footscray Park: Building M, level 4
On most other campuses, Student Career Development is co-located with Student Services.
Telephone: (03) 9919 4944
Website: www.vu.edu.au/careers
Email: careers@vu.edu.au

CHILDREN’S SERVICES
Victoria University has Children’s Centres located on five campuses – Footscray Nicholson, Footscray Park, Newport, St Albans (Jindi Woraback) and Werribee. In addition, there is a preschool located on the Melton Campus.

Each Centre provides educational programs which respond to the children’s social, emotional, physical, cognitive and creative needs. Nutritious meals and snacks are provided for the children throughout the day. All of the University Children’s Centres have been assessed as providing the highest level of care by the National Childcare Accreditation Council.

All Centres provide a funded and integrated preschool program with a qualified Early Childhood (Kindergarten) teacher.

Families using the University’s Children’s Centres are eligible to apply for Child Care Benefit (CCB) through the Family Assistance Office (FAO) – formerly Centrelink. The FAO is responsible for assessing family income and determining the percentage of Child Care Benefit families receive. For further information please contact your local Family Assistance Office.

CITY FLINDERS AND CITY KING CAMPUSES
Telephone: (03) 9919 4098
For further information on finding suitable childcare, telephone Children’s Services, on (03) 9284 8801.

FOOTSCRAY NICHOLSON CAMPUS
Telephone: (03) 9919 4098
The Footscray Nicholson Campus Children’s Centre is located on the Ground Floor, Hoadley Building, Albert Street, Footscray. The Centre caters for a maximum of 39 children aged six weeks to six years on a full-time (weekly), daily, sessional (half day) and occasional care basis. The Centre is open from 7.45am to 5.45pm, Monday to Friday and offers a funded preschool program incorporated within the educational program.

FOOTSCRAY PARK CAMPUS
Telephone: (03) 9919 4578
The Footscray Park Campus Children’s Centre is located at 8 Geelong Road, Footscray. The Centre caters for a maximum of 37 children aged six weeks to six years on a full-time (weekly), daily, sessional (half day) and occasional care basis. The Centre is open from 7.45am to 5.45pm, Monday to Friday and offers a funded preschool program incorporated within the educational program.

ST ALBANS CAMPUS (JINDI WORABACK CHILDREN’S CENTRE)
Telephone: (03) 9364 6855
The Jindi Woraback Children’s Centre is located at the Willis Street entrance of the St Albans Campus and is operated by a Management Committee consisting of representatives from the University and parents. The Centre caters for a maximum of 115 children aged from two weeks to six years on a full-time (weekly), daily, sessional (half day) basis. The Centre is open from 7.00am – 6.00pm, Monday to Friday and offers a funded preschool program.

MELTON CAMPUS
Telephone: (03) 9747 7500
The Brookfield Preschool operates from the Melton Campus Children’s Centre and is located at the Wilson Road entrance of the Campus. The Centre offers sessional kindergarten programs for three and four-year-old children.
NEWPORT CAMPUS
Telephone: (03) 9919 8476
The Newport Campus Children’s Centre is located in Building K, Champion Road, Newport. The Centre caters for a maximum of 40 children aged six weeks to six years on a full-time (weekly), daily, sessional (half day) and occasional care basis. The Centre is open from 7.45am – 5.45pm, Monday to Friday. The Centre provides a funded preschool program incorporated within the educational program.

WERRIBEE CAMPUS
Telephone: (03) 9919 8098
The Werribee Campus Children’s Centre is located in Hoppers Lane, Entrance Gate 1, Building 9, Werribee. The Centre caters for a maximum of 45 children aged six weeks to six years on a full-time (weekly), daily, sessional (half day) and occasional care basis. The Centre is open from 7.15am – 6.15pm, Monday to Friday and offers a funded preschool program incorporated within the educational program.

GRADUATING STUDENTS
Graduation and Offshore Student Administration processes all sealed awards for the University. When you have completed or nearly completed a course, you are required to submit an Application for an Award form. You can apply online through myVU at: myvu.vu.edu.au.
Alternatively, forms can be collected from and handed into the Student Service Centre at any campus of Victoria University or downloaded from the University website. The organisation of graduation ceremonies, both onshore and offshore, is also the responsibility of this section.
Graduation and Offshore Student Administration
Telephone: 61 3 9919 2846
Fax: 61 3 9919 2853
Email: graduate@vu.edu.au
Website: www.vu.edu.au
Located: Room 4C, 141, St Albans Campus

INDEPENDENT ACCESS:
STUDENTS WITH A DISABILITY
Students with a disability have access to disabled parking, library resources and equipment, including support staff, faculty and department contact officers, and educational assistance through Student Learning Services. Students requiring in-class supports, teaching accommodations and/or applications for alternative assessment arrangements for examinations need to register with Disability Services (DS) in the Equity & Social Justice Branch. Students must register with DS each year, and as early as possible, to ensure adequate supports and up-to-date information and resources are available. A Disability Resource Room is located at St. Albans Campus providing access to adaptive technology as well as services such as the transcribing of text into electronic or Braille format.
Further information, registering and advice can be obtained by contacting Disability Services in the Equity and Social Justice Branch on (03) 9919 2193 or via email on disability@vu.edu.au.
Students with a disability seeking services such as personal and vocational counselling, careers advice, accommodation, chaplaincy, financial advice and scholarship information should contact Student Support (see section below).

ORIENTATION
Orientation is held for new students before the start of first semester each year. A wide range of events are organised to provide opportunities for students to meet each other and to gain an awareness of the activities and services provided by the University.
An Orientation Information satchel is provided for new students including the The Survival Guide which includes information about the services available to students and a range of other extracurricular activities. Further information can be obtained at www.vu.edu.au or www.vustudents.org.au.

MOONDANI BALLUK
(INDIGENOUS SERVICES)
Support for Aboriginal and Torres Strait Islander people is available through the Equity and Social Justice Branch. The two main aims of Indigenous Services Moondani Balluk is to fully support self determination and self management for Aboriginal and Torres Strait Islander people, families and community organisations; and to increase the access, participation, success and retention rates for Australian Indigenous people in the University’s programs.
Moondani Balluk staff can assist students with course advice, Abstudy, academic support, employment and careers advice, social support, housing, counselling and discrimination advice.
For further information, contact Moondani Balluk on (03) 9919 2836 or email Moondani.Balluk@vu.edu.au.

SCHOOL OF HEALTH SCIENCES
TEACHING CLINICS
The Faculty of Health, Engineering and Science operate clinics at the St Albans and City Flinders (Flinders Lane) Campuses. These clinics offer treatments in acupuncture, osteopathy, paediatric osteopathy, Chinese herbal medicine, naturopathy, homoeopathy and massage. Both clinics are open to the general public as well as the University community at reduced cost treatments.
For further information or bookings, phone (03) 9919 2625 or (03) 9919 1111.
STUDENT SUPPORT
Student Support provides services to students in a variety of ways. Staff provide educational support, personal and educational counselling, financial information and advice, money management, housing, health services, and Chaplaincy.

Student Support offices are located on most campuses and are open Monday to Friday during normal working hours, or after hours by appointment. For further information contact Footscray Park campus on (03) 9919 4418, St Albans campus on (03) 9919 2399, Footscray Nicholson campus on (03) 9919 8801 or visit our webpage: www.vu.edu.au/ss.

ACCOMMODATION
The University Student Housing Service is primarily a web based service which assists students with locating, securing and maintaining suitable accommodation by providing extensive information on the Student Housing Database and Housing web pages located on the University web site. The ‘Housing Web’ can be located at: www.vu.edu.au/ss/housing/ and holds a current listing of all accommodation offered to the University. The Housing Web also provides a wide range of tenancy rights information and other information such as Real Estate Agent lists and Student Village information. It provides links to a wide range of appropriate housing-related services including share accommodation, public transport and emergency housing services. Accommodation offers can be placed directly onto the Housing Web.

The Housing Officer and Student Assistance Officers can provide tenancy advice and referral as well as assistance with general housing information. Student Support staff can assist with accommodation inquiries. For further information, contact the Student Support offices telephone: (03) 9919 4418, (03) 9919 8801, (03) 9919 2399, (03) 9919 4420 or email housing@vu.edu.au.

CHAPLAINCY
Contact the ecumenical Chaplain for compassionate and spiritual support to your life issues, irrespective of religious affiliations. Contact Student Support (03) 9919 2292, (03) 9919 2399 or visit www.vu.edu.au/Students/Student_Services/Chaplaincy/index.asp.

REFLECTION CENTRE
The Reflection Centre at St Albans provides a gathering area as well as a personal quiet space for everyone, irrespective of religious affiliation. Meditation, prayer and multi-faith services are conducted at the centre located at 11101.

COUNSELLING – PERSONAL
Counsellors can help students optimise their emotional, social and academic well being. Students are invited to discuss any personal, family or relationship matters with one of the counsellors. Some examples of issues that may be discussed include loneliness, difficulty adjusting to life at the University, relationships, sexuality, family difficulties, grief and loss, self confidence and anxiety.

Counselling can be contacted by telephoning (03) 9919 4418 or (03) 9919 2399 or (03) 9919 8801.

COUNSELLING – EDUCATIONAL
This can include helping students organise their study time and develop study plans, assistance with anxiety about exams and class presentation, applications for special consideration, and support mature age students returning to study. Referrals can also be made for assistance with maths, essay writing and other study skills.

Counselling can be contacted by telephoning (03) 9919 4418 or (03) 9919 2399 or (03) 9919 8801.

FINANCIAL ADVICE
Financial advice is available to students experiencing financial difficulties. As well as helping students to work out ways of budgeting and planning, the financial advisor/counsellor can assist with claims for Centrelink payments and fee extensions.

Other assistance includes emergency relief, rent assistance and various forms of Centrelink benefits.

YOUTH ALLOWANCE/AUSTUDY/PES APPLICATIONS
The Youth Allowance/Austudy/Abstudy schemes provide assistance to Australian citizens and permanent residents who are enrolled in approved courses at universities, TAFE institutes and other approved institutions in Australia. (Generally, Youth Allowance is for persons up to age 25, Austudy for students over 25). Abstudy is a payment for Aboriginal and Torres Strait Islander students. The Pensioner Education Supplement (PES) is an additional payment available to students on certain Centrelink payments.

Assistance is subject to a means test and to certain conditions, including a minimum study load. Part time students under 21 years of age should note there is a provision for the payment of Youth Allowance for the sum of other approved activities such as job seeking, volunteer work, or training in addition to part time study. Ask the financial advisor/counsellor or seek a Centrelink interview.

A student who is eligible and qualifies for assistance may receive a living allowance and under special circumstances a fares allowance and rental assistance. Students may also apply for a Centrelink Advance Loan – an amount of up to $500.00 advance on future instalments, recovered over six months; this can only be done once in a calendar year.

Claim forms for Centrelink student payments are available on Campus, at secondary schools and Centrelink offices. Students are advised to lodge their initial claim with the nearest Centrelink office as soon as they enrol or re-enrol. Payees continuing in their current course will not have to submit another claim, but should return the Review Form sent to them within the stipulated time. Note that there is no provision for back pay if a student is not currently receiving benefits. It is important that an application for Austudy/Youth Allowance/Abstudy be lodged as soon as possible.

LOANS
Student Support administers a loan scheme for enrolled students of the University who can demonstrate a genuine need. Loans are available for the purchase of books, computers and other course related materials, medical expenses, housing expenses and other purposes in accordance with the Student Loan Fund Policy.

Application forms and information sheets are available on campus from Student Support on most campuses.

SERVICES AVAILABLE TO STUDENTS
PRAYER ROOMS
There are dedicated prayer rooms available on most campuses – see campus location maps or www.vu.edu.au/ss website for their locations.

INTERNATIONAL STUDENT ADVISERS
Three International Student Advisers provide services and programs such as Orientation, Induction and Return Home for international students primarily in Higher Education. They are also available to provide individual assistance and support.
TAFE international students may access Student Support services in the manner described for other services.
Further information is available at:
Footscray Park Campus: (03) 9919 4418
St Albans Campus: (03) 9919 2399
Footscray Nicholson Campus: (03) 9919 8801

VU INTERNATIONAL SERVICES
TAFE International Services are available at the Footscray Nicholson Street Campus, telephone: (03) 9919 8517.
Services for AusAid sponsored students are available through Footscray Park Campus, telephone: (03) 9919 4780 or (03) 9919 4782.
Further information is available at:
Footscray Park Campus, telephone: (03) 9919 4777
St Albans Campus, telephone: (03) 9919 2399
City Flinders Campus, telephone: (03) 9919 1159
Further information relevant to international students is available from Victoria University International at the City Flinders Campus, telephone: (03) 9919 1164.

HEALTH ADVICE
There are two health advisers at the University, who are Division 1 Registered Nurses. Typical issues that people consult the health advisers about include:
• General health and wellbeing;
• Lifestyle issues;
• Women’s health;
• Drug use issues;
• Men’s health;
• Nutrition;
• Chronic illnesses;
• Family planning and sexual health;
• Pregnancy testing;
• Assistance with dressings;
• Vaccinations [at Footscray Park Campus].
The health advisors can also be contacted through Student Support on (03) 9919 4418 or (03) 9919 2399.

MEDICAL CENTRE
A Medical Centre is located at Student Support at the Footscray Park Campus in Building M, Level 2. Doctors consult on a sessional basis Monday to Thursday during Higher Education teaching time. All consultations are bulk billed on presentation of a Medicare card. For international students the Medical Centre bills Medibank Private direct. This means international students do not have to pay after their consultation provided they have their current Medibank Private card with them and they fill out a claim form at the Medical Centre. For appointments phone Student Support on (03) 9919 4418 or drop in to Student Support.

DRUG EDUCATION
Substance use and abuse is an issue of considerable concern in the general community. The University has a drug education officer who can provide information on drug related issues and provide advice on how to find treatment and counselling services in the community. Education sessions on these issues can be organised for groups of students by contacting the drug education officer on (03) 9919 8886.

FIRST AID
First aiders are located on all campuses of the University.
Lists of first aiders can be located on the University intranet: http://intranet.vu.edu.au/hr/ohs/firstaid/htm
First aiders may provide assistance with:
• Anybody collapsing or becoming unconscious
• Difficulties with breathing or chest pain
• Any injury that is bleeding
• Suspected fractures
• Sudden illness, etc
If in doubt contact the Ambulance (0) 000
Don’t forget to advise your location and the nature of the emergency. If possible have someone meet the ambulance.
Health and emergency centres close to each campus are listed on the University intranet: http://intranet.vu.edu.au/hr/ohs/firstaid/htm

STUDENT LEARNING SERVICES [SLS]
Student Learning Services helps students adjust to the demands of TAFE and degree studies. Help is frequently provided for students in areas such as: English expression and grammar; planning and writing essays, case studies and reports; oral presentations; exam preparation and so on. In addition, support is available in basic maths, statistics and science. Workshops, drop-in sessions and online materials are provided for undergraduate students, and individual consultations and workshops are available for postgraduate students. The service aims to achieve two things: to help students with their immediate study needs and to give them the skills to successfully tackle similar tasks in future.
Program enquiries and bookings: telephone (03) 9919 4744.
For details of current programs and online materials for undergraduate students, visit our website at: http://_tls.vu.edu.au/sls/intro.htm, or email: studentlearning@vu.edu.au or phillip.moore@vu.edu.au
TEACHING AND LEARNING SUPPORT
Teaching and Learning Support's purpose is to support the building and improving of learning, teaching, career development and work experiences for students, and professional and career development of staff of Victoria University, with particular emphasis on its diverse and cross sectoral nature, through:

- enhancing students' learning capabilities and English language skills;
- supporting the staff of the University through professional development, and building VU's educational processes;
- strengthening the interface between the University's students, the world of work and building and supporting opportunities for the University's graduates;
- using research to improve learning and teaching and providing support for practitioner led research into learning and teaching.

The Teaching and Learning Support Charter commits TLS to providing excellence in teaching and learning support services that add value to the University community.

We are committed to providing excellent support services for teaching and learning for the University community and its clients by:

- responsive innovative practice;
- continual evaluation and improvement of our services;
- acknowledgement of and respect for diversity;
- working together to achieve optimal outcomes.

The TLS comprises of the following four Centres:
- Postcompulsory Education Centre;
- Student Career Services;
- Staff Learning and Education Development;
- Student Learning Services.

The Teaching and Learning Support can be contacted by telephone: (03) 9919 5256 or email: tls@vu.edu.au or visit our website: http://tls.vu.edu.au

Belinda McLennan
Pro Vice-Chancellor (Teaching and Learning Support)

POSTCOMPULSORY EDUCATION CENTRE (PEC)
The Postcompulsory Education Centre (PEC) was established in January 2005 to provide a University-wide focus for educational research, particularly that related to the area of cross-sectoral and postcompulsory education.

The mission of PEC is to:

- conduct research into aspects of postcompulsory education, with an emphasis on cross-sectoral educational policy and practice;
- support practitioner-led research with the aim of developing the scholarship of learning and teaching across the University;
- co-ordinate research into postcompulsory education across the University; and
- contribute to the development of University educational policies that are informed by practice-based research.

PEC has an explicitly cross-sectoral focus, with a particular emphasis in the VET-higher education interface. Its research focus is substantially internal, although it will also seek external grants for more wide-ranging studies.

The Postcompulsory Education Centre can be contacted by telephone: (03) 9919 5455.

Professor Roger Gabb
Director, Postcompulsory Education Centre

STUDENT CAREER SERVICES
Student Career Services (SCS) provides services to the university and its community designed to maximise career outcomes for students.

These include:

- careers education and employment opportunities for VU students and graduates;
- work placement arrangements and exposure to VET programs for senior secondary students in the western suburbs of Melbourne;
- support for Learning in the Workplace activities;
- recruitment services on behalf of employers.

The Student Career Services can be contacted by telephone: (03) 9919 4052.

Joanne Tyler
Director, Student Career Services

STAFF LEARNING AND EDUCATIONAL DEVELOPMENT (SLED)
The Centre for Staff Learning and Education Development (SLED) comprises seven Units structure as three functional groupings. Each Functional grouping has a core focus being:

- the Staff College (comprising Quality Teaching and Innovation Unit; Educational Professional Development Unit; and Staff Career and Professional Development Unit);
- online technologies and flexible delivery (comprising Flexible Learning Unit and Educational Technology Support Unit); and
- educational products and curriculum services (comprising Courses and Pathways Unit).

The Staff Learning and Educational Development can be contacted by telephone: (03) 9919 8455.

Tess Demediuk
Director, Staff Learning and Educational Development

STUDENT LEARNING SERVICES (SLS)
The Centre for Student Learning Services (SLS) aims to enhance students' learning capabilities and English language skills by providing:

- English language and academic skills support for students from Certificate 1 to postgraduate including classes, workshops, drop-in times, self-access & online materials, team teaching, guest lectures, tutorials and individual appointments;
- English language preparatory courses for international students on and off shore;
- English language testing for international students on and off shore;
- assistance and advice for VU staff in developing and implementing strategies for supporting students, including NESB and international students;
- advice on policy development in such areas as student learning support, English language and communication issues, academic transition and academic peer mentoring.

The Student Learning Support can be contacted by telephone: (03) 9919 4744.

Dr Amanda Pearce
Director, Student Learning Support

SERVICES AVAILABLE TO STUDENTS

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SPORT AND RECREATION

FACILITIES AND SERVICES

A range of sport, recreation and fitness facilities and services are provided by the University, including:

- sport and fitness centres at Footscray Park, St Albans, Sunbury and Werribee campuses;
- a 25-metre swimming pool at the Footscray Park;
- first-class athletics track and rugby field at the Werribee;
- multi-purpose sports halls at Melton, Footscray Park and Footscray Nicholson campuses;
- tennis courts at Werribee, Footscray Park and St Albans.

Sporting equipment is available from the sport and recreation facility on your campus. Programs and services include:

- Orientation Festival including Host Day, the ‘O Party’ and a range of campus events including free entertainment, food, stalls, club and sport information days;
- sporting opportunities including club sport, campus sport, cross campus and representative competitions;
- major events including parties, club nights and balls;
- trips and tours including learn to surf, skiing trips, Great Ocean Road tour, Phillip Island tour and the big ten-day trip to Central Australia;
- regular campus entertainment including performers, film screenings, club events, information days, free food and stalls;
- clubs and societies including social interest, cultural, faculty and course-based groups;
- student competitions such as the Diary Cover Competition and Art Prize.

For further information go to www.vu.edu.au/services or pick up a Sport and Recreation Handbook from your campus Student Service Centre.

STUDENT ORGANISATIONS

The peak student representative body at the University is the Victoria University Student Union Inc (VUSU Inc). The International Students Association and the Victoria University Postgraduate Association represent all international and postgraduate students respectively.

VUSU PRESIDENT OFFICE
(03) 9919 5053

VUSU EXECUTIVE OFFICE
(03) 9919 4811

INTERNATIONAL STUDENTS ASSOCIATION
(03) 9919 4730

STUDENT REPRESENTATION SECTION
General Enquiries (03) 9919 4360

CITY FLINDERS
Student Union Office (03) 9919 1204

FOOTSCRAY NICHOLSON
Student Union Office (03) 9919 8534

FOOTSCRAY PARK
Student Union Office (03) 9919 4056
Resource Centre (03) 9919 4302

ST ALBANS
Student Union Office (03) 9919 2809

WERRIBEE
Student Union Office (03) 9919 8238

TRAVEL CONCESSIONS

Rail and bus concession application forms are available at the start of each academic year from VU Student Union (Resource Centres).
COURSES AT VICTORIA UNIVERSITY IN 2006

This section lists all the courses offered by Victoria University in higher education and TAFE.

Note: All courses are offered subject to confirmation of funding and authority to conduct, and minimum enrolment levels.
List correct as at October 2005.

UNDERGRADUATE COURSES AND PROGRAMS

CAMPUS CODES
B=Sunbury 
C=City Flinders 
CG=Queen Street 
D=China 
E=Echuca 
F=Footscray Park 
G=Renim University of China 
H=Hong Kong 
H1=College of IT, Hong Kong 
H3=Chinese University of Hong Kong, Hong Kong 
H5=HKIT, Hong Kong 
H3= Internet 

J=City King 
K=Kuala Lumpur 
M=Melton 
N=Sunway University, Malaysia 
O=Off campus 
P=Singapore 
P1=Sumbershire, Singapore 
Q=St Albans 
R=Shenyang, People's Republic of China 
S=St Albans 
S=Shenyang, People's Republic of China 
S=Sumbershire, Singapore 
S1=Sunway University, Malaysia 
S6=UIBE, China 
S7=Renmin University, Beijing, China 
S9=Shenyang, People's Republic of China 
S10=China 
S11=Sumenshrie, Singapore 
S12=Shenyang, People's Republic of China 
S13=UIBE, China 
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S98=UIBE, China 
S99=Renmin University, Beijing, China 
S100=Shenyang, People's Republic of China 

FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

GENERALIST DEGREE PROGRAMS
Bachelor of Arts – Footscray  
Bachelor of Arts – St Albans

SPECIALIST DEGREE PROGRAMS
Bachelor of Arts (Advocacy & Mediation)  
Bachelor of Arts (International Community Development)  
Bachelor of Arts (Community Development) – Australian Stream (3rd year only) 
Bachelor of Arts (Computer Mediated Art) 
Bachelor of Arts (Criminal Justice Studies) 
Bachelor of Arts (Human Services) 
Bachelor of Arts (International Studies) 
Bachelor of Arts (Legal Studies) 
Bachelor of Arts (Multimedia) 
Bachelor of Arts (Performance & Multimedia) 
Bachelor of Arts (Professional Writing) 
Bachelor of Communication (Public Relations) 
Bachelor of Multimedia Systems 
Bachelor of Psychology (Arts stream) 
Bachelor of Psychology (Interpersonal & Organisational) 
Bachelor of Social Work (Preliminary Year) 
Bachelor of Social Work 
Bachelor of Science (Psychology)

COMBINED DEGREE PROGRAMS
Bachelor of Arts (International Studies)/Bachelor of Business (International Trade) 
Bachelor of Arts (Psychology)/Bachelor of Business (Human Resource Management) 
Bachelor of Arts/Bachelor of Science 
Bachelor of Arts/Diploma of Liberal Arts 
Bachelor of Exercise Science & Human Movement/Bachelor of Psychology 
Bachelor of Business (Electronic Commerce)/Bachelor of Arts (Multimedia) 
Bachelor of Business (Marketing)/Bachelor of Psychology 
Bachelor of Business (Tourism Management)/Bachelor of Arts (International Studies) 
Bachelor of Engineering/Bachelor of Arts 
Bachelor of Laws/Bachelor of Arts 
Bachelor of Science/Bachelor of Psychology 
Bachelor of Arts/Bachelor of Science
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<tr>
<th>Programme</th>
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<td><strong>HONOURS PROGRAMS</strong></td>
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<td>Bachelor of Arts (Honours)</td>
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<tr>
<td>Bachelor of Arts (Honours) Computer Mediated Art &amp; Multimedia</td>
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<td>Bachelor of Arts (Honours – Psychology)</td>
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<td>Bachelor of Multimedia Systems (Honours)</td>
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<td>Bachelor of Science (Honours – Psychology)</td>
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<td>Bachelor of Applied Science (Honours) – Human Movement</td>
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<td>– Performance Studies</td>
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<td>– Sport Administration</td>
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<td>– Recreation Management</td>
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<td>– Computer Mediated Art</td>
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<td>– Early Childhood Education</td>
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<td>– Youth Studies</td>
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</table>
### Bachelor of Applied Science (Honours) – Human Movement
- Performance Studies: F, Y, n/a
- Sport Administration: B, Y, Y
- Recreation Management: F, Y, Y
- Bachelor of Recreation Management: FM, Y, Y

**Notes:** The details of the programs, courses and subjects set out in this Handbook might change after publication. To ensure that the information about Faculty of Arts, Education and Human Development courses is still accurate, contact the Faculty Manager on (03) 9919 2369.

## FACULTY OF BUSINESS AND LAW

### SCHOOL OF ACCOUNTING AND FINANCE

**Bachelor of Business**
- Accounting: FW, DB, K1, D2, 61, Y, Y
- Banking & Finance: FK, D, Y, Y
- Accounting/Banking & Finance: FK, D, Y, Y
- Accounting/Hospitality Management: F, Y, Y
- Accounting/Information Systems: F, Y, Y
- Banking & Finance/International Trade: F, Y, Y
- Small Business & Entrepreneurship: F, Y, Y
- Bachelor of Business Combined Degrees
- Fasttrack BBus Accounting/TAFE Accounting: W, Y, N

### SCHOOL OF APPLIED ECONOMICS

**Bachelor of Business**
- Financial Risk Management: FK, H1, DB, DA, 23, Y, Y
- Global Logistics & Transport: W, H1, 23, Y, Y
- International Business: W, Y, Y
- International Commerce: D3, Y, N
- International Trade: FK, D, 22, H1, D2, 23, Y, Y
- Music Industry: FK, Y, Y
- Retail Management: FK, Y, Y
- Applied Economics/International Trade: F, Y, Y
- Financial Risk Management/Accounting: H1, D, Y, N
- Financial Risk Management/Banking & Finance: H1, D, Y, N
- Financial Risk Management/Global Logistics & Transport: H1, DB, Y, N
- Financial Risk Management/International Trade: FH, DA, Y, Y
- Global Logistics & Transport/Accounting: H1, Y, N
- Global Logistics & Transport/International Trade: H1, Y, N
- International Trade/Retail Management: F, Y, Y
- Music Industry/Event Management: F, Y, Y
- Retail Management/Marketing: F, Y, Y

**Bachelor of Business Honours Degrees**
- Bachelor of Business (Honours) Applied Economics: C, Y, Y
- Bachelor of Business (Honours) International Trade: C, Y, Y
- Bachelor of Business (Honours) Retail Management: C, Y, Y

**Bachelor of Business Combined Degrees**
- BA International Studies/B Bus International Trade: F, Y, Y

### SCHOOL OF HOSPITALITY, TOURISM AND MARKETING

**Bachelor of Business**
- Event Management: B, Y, N
- Hospitality Management: FK, H1, Y, Y
- Hotel, Restaurant & Catering Management: F, Y, Y
- Marketing: FB, K1, Y, Y
- Tourism Management: FK, H1, Y, Y
- Hospitality/Event Management: F, Y, Y
- Hospitality/Hospitality Management: F, Y, Y
- Hospitality/Hospitality Management: FH, H1, Y, Y
- Hospitality/Tourism Management: FH, H1, Y, Y
- Marketing: F, Y, Y
- Marketing/Electronic Commerce: FK, Y, Y
- Marketing/Event Management: F, Y, Y
- Marketing/International Tourism: FK, K1, Y, Y
- Marketing/International Trade: FK, Y, Y
- Marketing/Hospitality Management: F, Y, Y
UNDERGRADUATE COURSES AT VICTORIA UNIVERSITY IN 2006

– Marketing/Tourism Management F Y Y
– Music Industry/Marketing F Y Y
– Tourism Management/Event Management F Y Y
Bachelor of Business Combined Degrees
– BBus Tourism Management/BA International Studies F Y Y
– BBus Tourism Management/BA Recreation Management F Y Y
– BBus Marketing/BA Psychology F Y Y
– BA Sports Administration/BBus Event Management B Y Y
– BA Sports Administration/BBus Marketing B Y Y

SCHOOL OF INFORMATION SYSTEMS
Bachelor of Business
– Computer Systems Management W,H3,K1
– Electronic Commerce F,W,K1 Y Y
– Information Systems F,K1 Y Y
– Electronic Commerce/Music Industry F Y Y
– Electronic Commerce/International Trade F Y Y
Bachelor of Business Honours Degrees
– Bachelor of Business (Honours) Information Systems C Y Y
Bachelor of Business Combined Degrees
– B.Bus Electronic Commerce/Bachelor of Science W Y Y
– BBus Electronic Commerce/BA Multimedia F Y Y
– Bachelor of Engineering/BBus Electronic Commerce F Y Y

SCHOOL OF LAW
Bachelor of Laws
– Law CQ Y Y
– Graduate Entry CQ Y Y
– Legal Practice Management F Y Y
Bachelor of Laws/Bachelor of Business
– Bachelor of Laws/BBus Accounting F Y Y
– Bachelor of Laws/BBus Applied Economics F Y Y
– Bachelor of Laws/BBus Banking & Finance F Y Y
– Bachelor of Laws/BBus Electronic Commerce F Y Y
– Bachelor of Laws/BBus Event Management F Y Y
– Bachelor of Laws/BBus Human Resource Management F Y Y
– Bachelor of Laws/BBus International Trade F Y Y
– Bachelor of Law/B.BusManagement F Y Y
– Bachelor of Laws/BBus Marketing F Y Y
– Bachelor of Laws/BBus Music Industry F Y Y
– Bachelor of Laws/BBus Tourism Management F Y Y
Bachelor of Laws Combined Degrees
– Bachelor of Laws/Bachelor of Arts F Y Y
– Bachelor of Laws/Bachelor of Science F Y Y
– Bachelor of Engineering /Bachelor of Laws F Y Y

SCHOOL OF MANAGEMENT
Bachelor of Business
– Management F,B,DA,K1 Y Y
– Human Resource Management F,B,K1 Y Y
– Service & Human Resource Management B Y Y
– Strategic & Financial Management F Y Y
– Management/Marketing B Y Y
Bachelor of Business Honours Degrees
– Bachelor of Business (Honours) Management C Y Y
Bachelor of Business Combined Degrees
– BA Psychology/BBus Human Resource Management F,S Y Y
– BA Sports Administration/BBus Management B Y Y

Note: The details of the programs, courses and subjects set out in this Handbook might change after publication. To ensure that the information about Faculty of Business and Law courses is still accurate, contact the Faculty of Business and Law Executive Officer on (03) 9919 4471.
## FACULTY OF HEALTH, ENGINEERING AND SCIENCE

### FACULTY COURSES

<table>
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<th>Campus</th>
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<th>Parttime</th>
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### SCHOOL OF ARCHITECTURAL, CIVIL AND MECHANICAL ENGINEERING

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<tr>
<td>Architectural Engineering</td>
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<tr>
<td>Building Engineering</td>
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<tr>
<td>Civil Engineering</td>
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<td>Y</td>
<td>Y</td>
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<tr>
<td>Mechanical Engineering</td>
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<tr>
<td>Robotic Engineering</td>
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### SCHOOL OF BIOMEDICAL SCIENCES

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<tr>
<td>Biomedical Sciences</td>
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<tr>
<td>Occupational Health &amp; Safety</td>
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<tr>
<td>Nutritional Therapy</td>
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### SCHOOL OF COMPUTER SCIENCE AND MATHEMATICS

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<tr>
<td>Computer &amp; Mathematical Sciences</td>
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<tr>
<td>Computer Science &amp; Aviation</td>
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<tr>
<td>Internet Technologies &amp; Applications</td>
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<tr>
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### INTERNATIONAL PROGRAM (OFFSHORE)

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<td>Internet Technologies &amp; Applications</td>
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### EXTERNAL PROGRAM

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### SCHOOL OF ELECTRICAL ENGINEERING

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<tr>
<td>Electrical &amp; Electronic Engineering</td>
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## UNDERGRADUATE COURSES AT VICTORIA UNIVERSITY IN 2006

### SCHOOL OF HEALTH SCIENCE

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<td>Bachelor of Chinese Medicine (Acupuncture &amp; Herbs)</td>
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<tr>
<td>Bachelor of Health Science</td>
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<tr>
<td>- Clinical Dermal Therapies</td>
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<tr>
<td>- Natural Medicine</td>
<td>S,ZA</td>
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<td>- Paramedic (3yr pre-service)</td>
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<td>- Paramedic (1yr conversion)</td>
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<td>- Chinese Medicine</td>
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<tr>
<td>- Naturopathy &amp; Homoeopathy</td>
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<tr>
<td>- Clinical Sciences (Osteopathy)</td>
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### SCHOOL OF MOLECULAR SCIENCES

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<td>- Chemistry</td>
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<tr>
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<td>- Nutrition, Food &amp; Health Science</td>
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<td>- Biology (Biotechnology)</td>
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<tr>
<td>- Chemical &amp; Environmental Sciences</td>
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### SCHOOL OF NURSING AND MIDWIFERY

#### NON AWARD SHORT COURSES

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#### AWARD COURSES

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<td>- (Graduate Entry)</td>
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<td>- (Division 2 Entry)</td>
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<tr>
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<tr>
<td>- Nursing (PostRegistration)</td>
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<tr>
<td>- Nursing (Honours)</td>
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<tr>
<td>Bachelor of Midwifery</td>
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### SUSTAINABILITY GROUP

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<tr>
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**Note:** The details of the programs, courses and subjects set out in this Handbook might change after publication. To ensure that the information about Faculty of Health, Engineering and Science courses is still accurate, contact the Faculty of Health, Engineering and Science Student Centre: telephone (03) 9919 4516; facsimile: (03) 9919 4513; email: hes@vu.edu.au; website: www.vu.edu.au
**POSTGRADUATE COURSES**

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

<table>
<thead>
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<th>Campus</th>
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<th>Part-time</th>
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<tr>
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<tr>
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<td>S,F</td>
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<td>Y</td>
</tr>
<tr>
<td>Master of Education by Research</td>
<td>F,M,B</td>
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</tr>
<tr>
<td>Master of Applied Science by Research</td>
<td>F</td>
<td>Y</td>
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</tr>
<tr>
<td>Master of Social Work by Research</td>
<td>S</td>
<td>Y</td>
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<tr>
<td>Doctor of Education by Research</td>
<td>F,2</td>
<td>Y</td>
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<tr>
<td>Doctor of Philosophy by Research</td>
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<td>Y</td>
<td>Y</td>
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<td><strong>POSTGRADUATE PROGRAMS BY COURSEWORK</strong></td>
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<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Graduate Certificate in Asian &amp; Pacific Studies (Community Development Stream)</td>
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<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Graduate Certificate in Communication (Public Relations)</td>
<td>C</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Graduate Certificate in Community Services</td>
<td>F</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Graduate Certificate in Arts (History)</td>
<td>F</td>
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<td>Y</td>
</tr>
<tr>
<td>Graduate Certificate in Arts (Politics &amp; International Studies)</td>
<td>F</td>
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<tr>
<td>Graduate Certificate of Public Advocacy &amp; Action</td>
<td>S</td>
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<tr>
<td>Graduate Diploma in Asian &amp; Pacific Studies (General Stream)</td>
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<td>Y</td>
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<td>Graduate Diploma in Community Services</td>
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<tr>
<td>Graduate Diploma in Communication (Public Relations)</td>
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<tr>
<td>Graduate Diploma in Communication and Professional Writing</td>
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<td>Graduate Diploma in Counselling</td>
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<tr>
<td>Graduate Diploma in Counselling (Child &amp; Adolescent)</td>
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<tr>
<td>Graduate Diploma in Psychology</td>
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<td>Graduate Diploma of Public Advocacy &amp; Action</td>
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<td>Master of Counselling</td>
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<tr>
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<tr>
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<tr>
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<tr>
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<td>Master of Psychology</td>
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<td>– Clinical Psychology Stream</td>
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<tr>
<td>– Clinical Neuropsychology Stream</td>
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<td>Master of Public Advocacy &amp; Action</td>
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<td>Doctor of Psychology</td>
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<tr>
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<tr>
<td>– Health Psychology Stream</td>
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FACULTY COURSES
Graduate Programs in Aged Services incorporating
– Graduate Certificate in Aged Services C,O Y Y
– Graduate Diploma in Aged Services Management C,O Y Y
– Graduate Diploma in Dementia Care & Service C,O Y Y
– Master of Health Science – Aged Services C,O Y Y
Graduate Diploma in Secondary Education F,B Y N
Graduate Program in TESOL & Literacy incorporating
– Graduate Certificate in TESOL F N Y
– Graduate Certificate in Literacy F N Y
– Graduate Diploma in TESOL F,V Y Y
– Master of TESOL F,V Y Y
– Master of TESOL & Literacy F Y Y
Master of Education (Specialisation)– Tertiary Education (available to VU teaching staff only) F Y Y
– Digital Technologies Education F Y Y
– Educational Leadership F Y Y
– Experiential Learning F Y Y
– Professional Development F Y Y
– Work Based Learning F Y Y

SCHOOL OF EDUCATION
Graduate Programs in Aged Services incorporating
– Graduate Certificate in Aged Services C,O Y Y
– Graduate Diploma in Aged Services Management C,O Y Y
– Graduate Diploma in Dementia Care & Service C,O Y Y
– Master of Health Science – Aged Services C,O Y Y
Graduate Diploma in Secondary Education F,B Y N
Graduate Program in TESOL & Literacy incorporating
– Graduate Certificate in TESOL F N Y
– Graduate Certificate in Literacy F N Y
– Graduate Diploma in TESOL F,V Y Y
– Master of TESOL F,V Y Y
– Master of TESOL & Literacy F Y Y
Master of Education (Specialisation)– Tertiary Education (available to VU teaching staff only) F Y Y
– Digital Technologies Education F Y Y
– Educational Leadership F Y Y
– Experiential Learning F Y Y
– Professional Development F Y Y
– Work Based Learning F Y Y

SCHOOL OF HUMAN MOVEMENT, RECREATION AND PERFORMANCE
Graduate Diploma in Athlete Career Education (not offered 2006) Z A Y Y
Graduate Diploma in Exercise & Sport Sciences F Y Y
Graduate Program in Ageing, Disability & Recreation Management incorporating
– Graduate Certificate in Ageing, Disability & Leisure F Y Y
– Graduate Certificate in Ageing, Disability & Recreation Management F Y Y
– Graduate Diploma in Ageing, Disability & Recreation Management F Y Y
– Master of Arts – Ageing, Disability & Recreation Management F Y Y
Graduate Program in Exercise Rehabilitation incorporating
– Graduate Diploma in Exercise for Rehabilitation F Y Y
– Master of Applied Science – Exercise Rehabilitation F Y Y
Graduate Program in Loss & Grief incorporating:
– Graduate Certificate in Loss & Grief Education C Y Y
– Graduate Certificate in Loss & Grief Counselling C* Y Y
– Graduate Diploma in Loss & Grief Counselling C* Y Y
Graduate Program in Sport & Recreation Management incorporating
– Master of Arts – Sport & Recreation/Project Management F,H Y Y
– Master of Arts – Sport & Recreation Management F Y Y
– Master of Arts – Sport & Recreation Management (by coursework) F,H Y Y
– Graduate Program in Sport Business incorporating
– Graduate Diploma in Sport Business C Y Y
– Master of Sport Business C Y Y
Master of Applied Science
– Exercise Rehabilitation F Y Y
– Human Performance (by coursework) F Y Y
– Human Performance (by Research) C,F Y Y

Note: The details of the programs, courses and subjects set out in this Handbook might change after publication. To ensure that the information about Faculty of Arts, Education and Human Development courses is still accurate, contact the Faculty Manager (03) 9919 2369.
### FACULTY OF BUSINESS AND LAW

#### VICTORIA GRADUATE SCHOOL OF BUSINESS

<table>
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<th>Part-time</th>
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<tbody>
<tr>
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<tr>
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#### SCHOOL OF ACCOUNTING AND FINANCE

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<tr>
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<td>Master of Business in Finance</td>
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<td>Master of Business in Professional Accounting</td>
<td>C,P1</td>
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#### SCHOOL OF APPLIED ECONOMICS

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<tbody>
<tr>
<td>Graduate Certificate in Statistics</td>
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<tr>
<td>Graduate Certificate in Retail Management</td>
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<td>Graduate Diploma in Retail Management</td>
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<tr>
<td>Master of Business in Business Economics</td>
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<tr>
<td>Master of Business in Financial Risk Management</td>
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<tr>
<td>Master of Business in International Trade</td>
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#### SCHOOL OF HOSPITALITY, TOURISM AND MARKETING

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<tr>
<td>Master of Business in Hospitality Management</td>
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<tr>
<td>Master of Business in Hospitality Management (Professional Practice)</td>
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<td>Y</td>
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<tr>
<td>Master of Business in Hospitality &amp; Tourism Education</td>
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<td>Y</td>
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<tr>
<td>Master of Business in Hospitality &amp; Tourism Management</td>
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<td>Y</td>
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<tr>
<td>Master of Business in Hospitality &amp; Tourism Marketing</td>
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<tr>
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<tr>
<td>Master of Business in Sports Tourism</td>
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<td>Master of Business in Tourism Management</td>
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<td>Y</td>
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<tr>
<td>Master of Business by Research</td>
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<tr>
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#### SCHOOL OF INFORMATION SYSTEMS

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<tr>
<td>Graduate Certificate in Enterprise Resource Planning Systems</td>
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<tr>
<td>Graduate Diploma in Business Computing</td>
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<tr>
<td>Graduate Diploma in Enterprise Resource Planning Systems</td>
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<tr>
<td>Master of Business in Enterprise Resource Planning Systems</td>
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<tr>
<td>Master of Business E-Commerce/Marketing</td>
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<tr>
<td>Master of Business in Information Systems</td>
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<td>Y</td>
<td>Y</td>
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<tr>
<td>Master of Business in Electronic Commerce</td>
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<td>Y</td>
<td>Y</td>
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<tr>
<td>Master of Business in Network Management</td>
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<td>Y</td>
<td>Y</td>
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<tr>
<td>Master of Business in Information Systems and ERP</td>
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<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Master of Business in Enterprise Application Integration</td>
<td>C</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>Master of Business by Research</td>
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<td>Y</td>
<td>Y</td>
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<tr>
<td>Doctor of Philosophy</td>
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#### SCHOOL OF LAW

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<tr>
<td>Master of Comparative Commercial Law</td>
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<td>Y</td>
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<tr>
<td>Master of Regulatory &amp; Criminological Studies</td>
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<td>Y</td>
<td>Y</td>
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<tr>
<td>Master of International Commercial Law</td>
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<tr>
<td>Master of Laws</td>
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<td>Master of Taxation</td>
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<td>Master of Business by Research</td>
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<tr>
<td>Doctor of Juridical Science</td>
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<tr>
<td>Doctor of Philosophy</td>
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### SCHOOL OF MANAGEMENT

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<tbody>
<tr>
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<tr>
<td>Master of Business in Event Management</td>
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<tr>
<td>Master of Business in Industrial Relations/HRM</td>
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<tr>
<td>Master of Business in Management Practice</td>
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<td>Master of Contracting and Project Management</td>
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<tr>
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### SIR ZELMAN COWEN CENTRE

<table>
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<tr>
<td>Graduate Diploma in Commercial Arbitration</td>
<td>C,CQ</td>
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<td>Graduate Diploma in Notarial Practice</td>
<td>C,CQ</td>
<td>Y</td>
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<tr>
<td>Graduate Diploma in Superannuation Law &amp; Practice</td>
<td>C,CQ</td>
<td>Y</td>
<td>Y</td>
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</table>

**Note:** The details of the programs, courses and subjects set out in this Handbook might change after publication. To ensure that the information about Faculty of Business and Law courses is still accurate, contact the Faculty of Business and Law Manager on (03) 9919 1336.

### FACULTY OF HEALTH, ENGINEERING AND SCIENCE

<table>
<thead>
<tr>
<th>Program</th>
<th>Campus</th>
<th>Fulltime</th>
<th>Part-time</th>
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<tr>
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<tr>
<td>Master of Engineering and Science</td>
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<tr>
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### CENTRE FOR ENVIRONMENTAL SAFETY AND RISK ENGINEERING

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<tbody>
<tr>
<td>Doctor of Philosophy</td>
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<tr>
<td>Master of Engineering (Research)</td>
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<td>Y</td>
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<tr>
<td>Master of Engineering (Coursework)</td>
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<td>Y</td>
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<tr>
<td>– Building Fire Safety &amp; Risk Engineering</td>
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<td>Graduate Diploma</td>
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<td>– Building Fire Safety &amp; Risk Engineering</td>
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<td>Graduate Certificate</td>
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### SCHOOL OF ARCHITECTURAL, CIVIL AND MECHANICAL ENGINEERING

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<tbody>
<tr>
<td>Doctor of Philosophy</td>
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<tr>
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<td>Master of Engineering (Coursework)</td>
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<td>– Project Management</td>
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<td>– Mechanical Engineering</td>
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### SCHOOL OF BIOMEDICAL SCIENCES

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### SCHOOL OF COMPUTER SCIENCE AND MATHEMATICS

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<td>Doctor of Philosophy</td>
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<td>– Computer Science</td>
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<tr>
<td>– Computer Science</td>
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<td>– Computer &amp; Mathematical Sciences</td>
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<tr>
<td>– Software Engineering</td>
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SCHOOL OF ELECTRICAL ENGINEERING
Doctor of Philosophy F Y Y
Master of Engineering (Research) F Y Y
Master of Science (Research) F Y Y
Master of Engineering (Coursework)
- Microelectronic Engineering F Y Y
- Electrical & Electronic Engineering F Y Y
- System & Control Engineering F Y Y
- Telecommunication Engineering F Y Y
Master of Engineering Science (Coursework)
- Computer & Microelectronic Engineering F Y Y
Graduate Diploma
- Microelectronic Engineering F Y Y
- System & Control Engineering F Y Y
- Telecommunication Engineering F Y Y
Graduate Certificate
- Microelectronic Engineering F Y Y
- System & Control Engineering F Y Y
- Telecommunication Engineering F Y Y
Double Degree (Coursework)
Master of Engineering in Microelectronic Engineering /
Master of Engineering Science in Computer & Microelectronic Engineering F Y Y

SCHOOL OF HEALTH SCIENCES
Graduate Diploma in Complementary Therapies S Y Y
Graduate Diploma in Western Herbal Medicine C n/a Y
Master of Health Science
- Intensive Care Paramedicine ZA Y Y
- Osteopathy C Y n/a
- Osteopathy (for Medical Practitioners) C n/a Y
- by Coursework I,S Y Y
- by Minor Thesis S Y Y
- by Research S Y Y
Doctor of Philosophy S Y Y

SCHOOL OF MOLECULAR SCIENCES
Doctor of Philosophy W Y Y
Master of Science (Research) W Y Y
Master of Science (Coursework)
- Environmental Management S Y Y
Graduate Diploma
- Environmental Management S Y Y
Master of Science (Coursework)
- Food Science W Y Y
- Biotechnology W Y Y

PACKAGING AND POLYMER RESEARCH UNIT
International Program (Offshore)
Master of Engineering in Packaging (Coursework) Y Y

SCHOOL OF NURSING AND MIDWIFERY
Graduate Diploma in Substance Abuse Studies F Y Y
Master of Nursing S Y Y
incorporating
Graduate Certificates in
- Cardiothoracic Nursing S Y Y
- Cancer Nursing S Y Y
- Emergency Nursing S Y Y
- Gerontic Nursing S Y Y
- Neuroscience Nursing S Y Y
- Orthopaedic Nursing S Y Y
- Paediatric Nursing S Y Y
Graduate Diplomas in

- Cardiothoracic Nursing
- Cancer Nursing
- Emergency Nursing
- Gerontic Nursing
- Neuroscience Nursing
- Orthopaedic Nursing
- Paediatric Nursing

Master of Midwifery

incorporating

- Graduate Diploma in Midwifery

Master of Health Science – Mental Health

Master of Public Health Nursing

incorporating

- Graduate Certificate in Public Health Nursing
- Graduate Diploma in Public Health Nursing

Master of Nursing (by Research)

Doctor of Philosophy

<table>
<thead>
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<td>Gerontic Nursing</td>
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<th>Course</th>
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incorporating

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Master of Health Science – Mental Health

Master of Public Health Nursing

incorporating

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<th>Status</th>
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Master of Nursing (by Research)

Doctor of Philosophy

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<th>Status</th>
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<td>Master of Nursing (by Research)</td>
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TAFE COURSES AT VICTORIA UNIVERSITY IN 2006

STAFF LEARNING AND EDUCATIONAL DEVELOPMENT
Course in ICT Skills for Teachers 21335VIC
Certificate IV in Training and Assessment TAA40104
Diploma of Training and Assessment TAA50104
Certificate IV in Vocational Education and Training 15559VIC
Diploma of Vocational Education and Training 15560VIC
Graduate Certificate in Vocational Education and Training 21205VIC

SCHOOL OF BUSINESS AND SERVICE INDUSTRIES
ADMINISTRATIVE AND LEGAL STUDIES DEPARTMENT
Certificate III in Business Administration BSB30201
Certificate IV in Business Administration BSB40201
Diploma of Business Administration BSB50201
Certificate III in Business BSB30101
Certificate IV in Business BSB40101
Advanced Diploma of Business [Legal Practice] 21618VIC
Certificate III in Business [Legal Administration] BSA30200
Certificate IV in Business [Legal Services] BSA40200
Diploma of Financial Services [Conveyancing] FNB50601
Advanced Diploma of Financial Services [Conveyancing] FNB60301
Certificate III in Local Government LGA30104
Certificate IV in Local Government LGA40104
Certificate IV in Local Government Administration LGA40204
Certificate IV in Government [Court Services] PSP40404
Diploma of E-Business BSB51101

FINANCIAL SERVICES DEPARTMENT
Diploma of Accounting FNB50202
Advanced Diploma of Accounting FNB60202
Certificate IV in Financial Services FNS40104
Diploma in Financial Services FNS50104
Advanced Diploma in Financial Services FNS60104
Course in Property [Agent's Representative] 21524VIC
Certificate IV in Property [Real Estate Agency Practice] 21525VIC
Certificate IV in Training and Assessment TAA40104
Diploma of Training & Assessment TAA50104

HOSPITALITY AND TOURISM DEPARTMENT
Certificate I in Hospitality [Operations] THH11002
Certificate I in Hospitality [Kitchen Operations] THH11102
Certificate II in Hospitality [Operations] THH21802
Certificate II in Hospitality [Kitchen Operations] THH22200
Certificate III in Hospitality [Commercial Cookery] THH31502
Certificate III in Hospitality [Catering Operations] THH32902
Certificate IV in Hospitality [Supervision] THH42602
Diploma of Hospitality Management THH51202
Advanced Diploma of Hospitality Management THH60202
Certificate II in Tourism [Operations] THT20502
Certificate III in Tourism [Retail Travel Sales] THT30202
Certificate III in Tourism [International Retail Travel Sales] THT30302
Certificate III in Tourism [Tour Wholesaling] THT30502
Certificate III in Tourism [Visitor Information Services] THT30602
Certificate III in Tourism [Guiding] THT30902
Certificate III in Tourism [Operations] THT31002
Certificate IV in Tourism [Sales & Marketing] THT40102
Certificate IV in Tourism [Operations] THT40202
Certificate IV in Tourism [Guiding] THT40302
Diploma of Tourism [Marketing and Product Development] THT50102
Diploma of Tourism [Operations Management] THT50302
Advanced Diploma of Tourism Management THT60102
### LEADERSHIP AND SMALL BUSINESS
- Certificate II in Security Operations PRS20103
- Certificate III in Security Operations PRS30103
- Certificate III in Investigative Services PRS30303
- Diploma of Business Facilitation 21542VIC
- Certificate IV in Business [Frontline Management] BSB41004
- Diploma of Business [Frontline Management] BSB51004
- Certificate I in Funeral Services WRS10202
- Certificate III in Funeral Services [Funeral Operations] WFS30202
- Certificate IV in Funeral Services WFS40102
- Certificate II in Small Business (Operations/Innovation) 21530VIC
- Certificate II in Retail Cosmetic Sales WRS20304
- Certificate II in Retail Operations WRR20102
- Certificate III in Retail Supervision WRR30102
- Certificate III in Retail Operations WRR30202
- Certificate IV in Retail Management WRR40102
- Diploma of Retail Management WRR50102
- Certificate II in Wholesale Operation WRRW20101
- Certificate III in Wholesale Operations WRRW30101
- Certificate IV in Wholesale Management WRRW40101
- Diploma of Wholesale Management WRRW50101
- Graduate Certificate in Management 21365VIC
- Graduate Certificate in Leadership in Education and Training 21554VIC

### MANAGEMENT AND MARKETING DEPARTMENT
- Certificate III in Business (Sales) BSB30301
- Certificate III in Business BSB30101
- Diploma of Business BSB50101
- Diploma of Business [Advertising] BSB50601
- Advanced Diploma of Business [Advertising] BSB60501
- Certificate IV in Business Development BSB40501
- Diploma of Business Development BSB50501
- Advanced Diploma of Business Development BSB60401
- Certificate IV in E-Business BSB41201
- Diploma of E-Business BSB51101
- Advanced Diploma of E-Business BSB60701
- Certificate IV in Business [Human Resources] BSB40801
- Diploma of Business [Human Resources] BSB50801
- Advanced Diploma of Business [Human Resources] BSB60301
- Certificate IV in Business [International Trade] BSB42004
- Diploma of Business [International Trade] BSB52004
- Advanced Diploma of Business [International Business] 21613VIC
- Certificate IV in Business Management BSB41101
- Diploma of Business Management BSB50401
- Advanced Diploma of Business Management BSB60201
- Diploma of Business [Marketing] BSB50701
- Advanced Diploma of Business [Marketing] BSB60601
- Advanced Diploma of Business [Public Relations] 21640VIC
- Certificate III in Customer Contact ICT30102
- Certificate IV in Unionism BSB41804
- Diploma of Unionism BSB51804

### PERSONAL SERVICES DEPARTMENT
- Certificate III in Beauty Services WRR30104
- Certificate IV in Beauty Therapy WRR40104
- Diploma of Beauty Therapy WRR50104
- Certificate II in Hairdressing WRH20100 [Pre-Apprenticeship]
- Certificate III in Hairdressing WRH30100
- Certificate IV in Hairdressing WRH40100
- Diploma of Hairdressing Salon Management WRH50100
- Certificate II in Make-up Services WRR20204
TAFE COURSES AT VICTORIA UNIVERSITY IN 2006

SCHOOL OF ENGINEERING, CONSTRUCTION AND INDUSTRIAL SKILLS

AUTOMOTIVE TECHNOLOGY UNIT
Certificate II in Automotive Manufacturing [Various Streams] AUM20100
Certificate II in Automotive Technology Studies 21560VIC
Certificate I in Automotive AUR10105
Certificate II in Automotive Vehicle Servicing AUR20505
Certificate II in Automotive Vehicle Body AUR20905
Certificate III in Automotive Mechanical Technology AUR30405
Certificate III in Automotive Specialist AUR30605
Certificate III in Automotive Vehicle Body AUR30805
Certificate IV in Automotive Technology AUR40205

BUILDING AND CONSTRUCTION DEPARTMENT
Certificate II in Engineering – Production [Boatbuilding Pre-Apprenticeship] MEM20198
Certificate II in Engineering - Production Technology [Boatbuilding – Traineeship] MEM20298
Certificate III in Marine Craft Construction [Apprenticeship] MEM30603
Certificate II in Building and Construction (Bricklaying) [VCE/VCAL VET In Schools] 21393VIC
Certificate II in Building and Construction (Bricklaying – Pre-Apprenticeship) 21393VIC
Certificate III in General Construction [Bricklaying/Blocklaying] [Apprenticeship] BCG30698
Diploma of Building SA3475
Certificate IV in Building SA3477
Advance Diploma of Building Design and Project Administration 40355SA
Diploma of Building Design and Technology 40356SA
Certificate IV in Residential Drafting 40357SA
Diploma of Building Surveying BCG50103
Advance Diploma of Building Surveying BCG60103
Certificate II in Building and Construction (Painting and Decorating – Pre-Apprenticeship) 21393VIC
Certificate III in General Construction [Carpentry – Framework/Formwork/Finishing] [Apprenticeship] BCG30798
Certificate II in Furnishing (Pre-Apprenticeships in – Cabinet Making/Wood Machining/Furniture Polishing) 21278VIC
Certificate III in Furniture Making LMF30302
Certificate in Furniture Making [Cabinet Making] LMF30402
Certificate III in Furniture Making [Wood Machining] LMF30502
Certificate IV in Applied Design [Furniture] 21528VIC
Certificate II in Joinery/Shopfitting/Stairbuilding [Pre-Apprenticeship] 21533VIC
Certificate III in Off-Site Construction [Joinery-Timber/Aluminium/Glass] BCF30200

BUILDING SERVICES AND SPECIAL TRADES DEPARTMENT
Certificate II in Building and Construction (Painting and Decorating – Pre-Apprenticeship) 21393VIC
Certificate III in General Construction [Painting & Decorating] [Apprenticeship] BCG30498
Certificate II in Drainage BCP20103
Certificate III in Plumbing BCP30103
Certificate II in Sign Writing 21398VIC
Certificate III in Off-Site Construction [Signwriting/Computer Operations] BCF30700
Certificate IV in Sign Technology 21399VIC

ELECTROTECHNOLOGY AND COMPUTER SYSTEMS DEPARTMENT
Certificate I in Electrotechnology [Engineering] UTE10102
Certificate II in Electrotechnology [Shared Technology] 21583VIC
Certificate II in Electrotechnology Servicing [Computer Assembly] UTE20504
Certificate II in Electrotechnology Servicing [Security Systems] UTE20504A
Certificate III in Electrotechnology Communications [Broadcast] UTE30402
Certificate III in Electrotechnology Computer Systems [Networks] UTE30599
Certificate III in Electrotechnology Entertainment and Servicing [Video] UTE30702
Certificate III in Electrotechnology Systems Electrician UTE31199
Certificate IV in Electrical Motor Control] 2406ANC
Certificate IV in Electrotechnology Computer Systems UTE40499
Advanced Diploma of Computer Systems Engineering UTE60199
Advanced Diploma of Electronic Engineering [Analogue and Digital] UTE60399
ENGINEERING TECHNOLOGY DEPARTMENT
Certificate II in Engineering Studies 21566VIC
Certificate III in Engineering Studies 21565VIC
Certificate I in Engineering MEM10198
Certificate II in Engineering – Production MEM20198
Certificate II in Engineering – Production Technology MEM20298
Certificate III in Engineering – Production Systems MEM30198
Certificate III in Engineering – Mechanical Trade MEM30298
Certificate III in Engineering – Fabrication Trade MEM30398
Certificate III in Engineering – Technician MEM30598
Certificate IV in Engineering MEM40103
Diploma of Engineering Technology 21621VIC
Advanced Diploma of Engineering Technology 21622VIC
Certificate III in Competitive Manufacturing MCM30104
Certificate IV in Competitive Manufacturing MCM40104
Diploma of Competitive Manufacturing MCM30104
Certificate IV in Logistics and Supply Chain Principles 21638VIC
Certificate III in Marine Craft Construction MEM30603
Certificate IV in Design Technology [Marine Vessels] 21467VIC
Diploma of Design Technology [Marine Vessels] 21465VIC
Advanced Diploma of Design Technology [Marine Vessels] 21463VIC
Certificate IV in Construction and Repair Technology [Marine Vessels] 21468VIC
Diploma of Construction and Repair Technology [Marine Vessels] 21466VIC
Advanced Diploma of Construction and Repair Technology [Marine Vessels] 21464VIC

INDUSTRIAL SKILLS TRAINING CENTRE
Certificate III in Motor Vehicle Driver Trainer [Car] 21370VIC
Certificate III in Motor Vehicle Driver Trainer [Heavy Vehicle] 21381VIC
Certificate III in Civil Construction (Plant) BCC30198
Certificate III in Civil Construction (Road Construction & Maintenance) BCC30298
Certificate III in General Construction BCG33198
Certificate I in Transport and Distribution [Administration] TDT11102
Certificate II in Transport and Distribution [Administration] TDT21102
Certificate III in Transport and Distribution [Administration] TDT31102
Certificate IV in Transport and Distribution [Administration] TDT41102
Certificate I in Transport and Distribution [Rail Operations] TDT10402
Certificate II in Transport and Distribution [Rail Operations] TDT20402
Certificate III in Transport and Distribution [Rail Operations] TDT30402
Certificate IV in Transport and Distribution [Rail Operations] TDT40402
Certificate I in Transport and Distribution [Road Transport] TDT10202
Certificate II in Transport and Distribution [Road Transport] TDT20202
Certificate III in Transport and Distribution [Road Transport] TDT30202
Certificate IV in Transport and Distribution [Road Transport] TDT40202
Certificate I in Transport and Distribution [Stevedoring] TDT10302
Certificate II in Transport and Distribution [Stevedoring] TDT20302
Certificate III in Transport and Distribution [Stevedoring] TDT30302
Certificate IV in Transport and Distribution [Stevedoring] TDT40302
Certificate I in Transport and Distribution [Warehousing and Storage] TDT10102
Certificate II in Transport and Distribution [Warehousing and Storage] TDT20102
Certificate III in Transport and Distribution [Warehousing and Storage] TDT30102
Certificate IV in Transport and Distribution [Warehousing and Storage] TDT40102
Certificate IV in Logistics and Supply Chain Principles 21638VIC
Diploma of Logistics Management TDT51002

SCHOOL OF FURTHER EDUCATION, ARTS AND EMPLOYMENT SERVICES
ACCESS PROGRAMS DEPARTMENT
Certificate I in ESL [Entry] 21496VIC
Certificate I in ESL [Access] 21497VIC
Certificate II in ESL [Access] 21498VIC
Certificate III in ESL [Access] 21499VIC
Certificate IV in ESL [Access] 21500VIC
Course in Preliminary Spoken and Written English 90989NSW
Certificate I in Spoken and Written English 90994NSW
Certificate II in Spoken and Written English 90993NSW
Certificate III in Spoken and Written English 90992NSW
Certificate I in General Education for Adults [Introductory] 21249VIC
Certificate I in General Education for Adults 21250VIC
Certificate II in General Education for Adults 21251VIC
Certificate III in General Education for Adults 21252VIC
Certificate I in Information Technology ICA10101
Certificate II in Information Technology ICA20199

EMPLOYMENT AND TRAINING SERVICES DEPARTMENT
Certificate I in ESL (Access) 21497VIC
Certificate II in ESL (Access) 21498VIC
Certificate III in ESL (Access) 21499VIC
Certificate I in Horticulture RTF10103
Certificate II in Horticulture RTF20103
Certificate I in Music Industry [Foundation] CUS10101
Certificate II in Music Industry [Foundation] CUS20101
Certificate II in Retail Operations WRR20102
Certificate I in Transition Education 15494VIC
Certificate I in Vocational Preparation 21625VIC
Certificate I in Vocational Studies [Media] 21263VIC
Certificate I in Work Education 21108VIC
Course in Workforce Re-entry Skills 21364VIC
Victorian Certificate of Applied Learning [Foundation] 21352VIC
Victorian Certificate of Applied Learning [Intermediate] 21353VIC
Victorian Certificate of Applied Learning [Themed] 21353VICA

FURTHER EDUCATION PROGRAMS DEPARTMENT
Diploma of Further Education 21015VIC
Certificate IV in Further Education 21014VIC
Diploma of Liberal Arts 21220VIC
Certificate IV in Liberal Arts 21219VIC
Victorian Certificate of Education 2200LVZ
Certificate I in ESL [Further Study] 21501VIC
Certificate IV in ESL [Further Study] 21502VIC
Course in Preparation for Tertiary Studies (Arts) 21380VIC

MUSIC DEPARTMENT
Certificate IV in Music CUS40101
Certificate IV in Music Industry [Technical Production] CUS40201
Certificate IV in Music Industry [Business] CUS40301
Diploma of Music CUS50101
Diploma of Music Industry [Technical Production] CUS50201
Diploma of Music Industry [Business] CUS50301

VISUAL ART, DESIGN AND MULTIMEDIA DEPARTMENT
Advanced Diploma of Arts [Graphic Design] 12862VIC
Diploma of Arts [Graphic Arts] 12861VIC
Diploma of Arts [Visual Art] 12857VIC
Certificate IV in Design CUV40303
Advanced Diploma of Multimedia [Streams in Interactive Media and Games Development] CUF60501
Diploma of Multimedia CUF50701
Certificate IV in Multimedia CUF40801
Certificate III in Multimedia CUF30601
Certificate II in Multimedia CUF20601

VOCATIONAL EDUCATION PROGRAMS DEPARTMENT
Course in Gateway to Nursing and Health Sciences 21379VIC
Certificate III in ESL (Employment) 21503VIC
Certificate IV in ESL (Access) 21500VIC
Certificate IV in ESL [Further Study] 21502VIC
Certificate IV in ESL [Professional] 21505VIC
Certificate II in Library/Information Services CUL20104
Certificate III in Library/Information Services CUL30104
Certificate IV in Library/Information Services CUL40104
Diploma of Library/Information Services CUL50104
Advanced Diploma of Library/Information Services CUL60104
Certificate IV in Professional Writing and Editing 21123VIC
Diploma of Arts (Professional Writing and Editing) 21124VIC
SCHOOL OF HUMAN SERVICES, SCIENCE AND TECHNOLOGY

CHILD STUDIES DEPARTMENT
Certificate III in Children’s Services CHC30402
Certificate IV in Out of School Hours Care CHC40402
Diploma of Out of School Hours Care CHC50202
Diploma of Children’s Services CHC50302
Advanced Diploma of Children’s Services CHC60202
Diploma of Community Services Management CHC51602
Advanced Diploma of Community Services Management CHC60402
Advanced Diploma of Community Services Work CHC60302

HEALTH SERVICES DEPARTMENT
Certificate IV in Health (Nursing) 21358VIC
Course in Medication Administration for Division 2 Registered Nurses in Victoria 21506VIC
Course in First Aid Level 1 - Emergency Life Support 21592VIC
Course in First Aid Level 2 - Provide First Aid 21593VIC
Certificate IV in Training and Assessment TAA40104

INFORMATION TECHNOLOGY DEPARTMENT
Certificate I in Information Technology ICA10101
Certificate II in Information Technology ICA20199
Certificate III in Information Technology [Software Applications] ICA30199 [Web pages]
Certificate III in Information Technology [General] ICA30299
Certificate III in Information Technology [Network Administration] ICA30399
Certificate IV in Information Technology 21488VIC
Certificate IV in Information Technology [Network Management] ICA40399
Certificate IV in Information Technology [Client Support] ICA40199
Certificate IV in Information Technology [Technical Support] ICA40599
Diploma of Information Technology [Computer Science] 21378VIC
Diploma of Information Technology [Software Development] ICA50299
Diploma of Information Technology 21489VIC
Dual Diploma of Information Technology [Website Development] ICA50601 and Diploma of Information Technology [Internetworking] ICA50701

SCIENCE AND BIOTECHNOLOGY DEPARTMENT
Certificate IV in Science 21239VIC
Certificate II in Animal Studies RUV20104
Certificate III in Animal Technology RUV30104
Certificate III in Captive Animals RUV30204
Certificate III in Companion Animal Services RUV30304
Certificate IV in Veterinary Nursing RUV40404
Diploma of Animal Technology RUV50104
Certificate I in Conservation and Land Management RTD10102
Certificate II in Conservation and Land Management RTD20102
Certificate III in Conservation and Land Management RTD30102
Certificate IV in Conservation and Land Management RTD40102
Diploma of Conservation and Land Management RTD50102
Advanced Diploma of Conservation and Land Management RTD60102
Certificate III in Laboratory Skills PML30104
Diploma of Laboratory Technology PML50104
Certificate III in Local Government IGA30104
Certificate IV in Meat Processing [Leadership] MTM40100
Certificate IV in Meat Processing [Quality Assurance] MTM40300
Diploma of Meat Processing MTM50100
Advanced Diploma of Meat Processing MTM60100
Certificate I in Food Processing FDF10103
Certificate II in Food Processing FDF20103
Certificate III in Food Processing FDF30103
Certificate IV in Food Processing FDF40103
Diploma of Food Processing FDF50103
Certificate III in Health Service Assistance [Hospital/Community Health Pharmacy Assistance] HLT31402
Certificate IV in Occupational Health and Safety BSB41604
Diploma of Occupational Health and Safety BSB51604
Advanced Diploma of Occupational Health and Safety BSB61004
Certificate II in Racing (Stablehand) RGR20102
SOCIAL AND COMMUNITY STUDIES DEPARTMENT
Certificate III in Home and Community Care CHC30202
Certificate III in Aged Care Work CHC30102
Certificate IV in Aged Care Work CHC40102
Certificate IV in Service Co-ordination [Ageing and Disability] CHC40202
Certificate III in Disability Work CHC30302
Certificate IV in Disability Work CHC40302
Advanced Diploma of Disability Work CHC60102
Certificate IV in Alcohol and Other Drugs Work CHC41702
Diploma of Alcohol and Other Drugs Work CHC51102
Certificate IV in Justice 21212VIC
Diploma of Justice 21213VIC
Advanced Diploma of Justice 21214VIC
Certificate IV in Community Services [Lifestyle and Leisure] CHC41602
Diploma of Community Services [Lifestyle and Leisure] CHC50802
Certificate IV in Marriage Celebrancy CHC41502
Certificate III in Community Services Work CHC30802
Diploma of Community Development CHC51402
Diploma of Community Welfare Work CHC50702
Certificate III in Youth Work CHC30602
Certificate IV in Youth Work CHC40602
Diploma of Youth Work CHC50502
Foundations of Counselling 3113QB0104
Certificate III in Ambulance Communications [Call Taking] HLT31902
Certificate III in Non-emergency Patient Transport HLT30202
Certificate IV in Basic Emergency Care HLT41002
Certificate IV in Ambulance Communications [Despatch] HLT41102
Diploma of Paramedical Science [Ambulance] HLT50402

SPORT, RECREATION AND PERFORMANCE DEPARTMENT
Certificate III in Visual Arts & Contemporary Craft CUV30103
Diploma of Arts [Small Companies and Community Theatre] 21052VIC
Certificate III in Arts Administration CUV30403
Certificate IV in Arts Administration CUV40503
Certificate III in Fitness SRF30204
Certificate IV in Fitness SRF40204
Diploma of Fitness SRF50204
Certificate II in Sport [Career Orientated Participation] SRS20203
Certificate III in Sport [Career Orientated Participation] SRS30203
Certificate IV in Sport [Development] SRS40503
Diploma of Sport [Development] SRS50503
Certificate II in Sport and Recreation SRO20103
Certificate III in Sport and Recreation SRO30103
Certificate IV in Sport and Recreation SRO40103
Diploma of Sport and Recreation SRO50103
Diploma of Community Recreation SRC50201
Diploma of Event Management THT50202
Graduate Certificate in Career Counselling for Elite Performers [Dance, Music, Sport] 21237VIC