ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the Heidelberg, Derrimut and Fyansford peoples of the Kulin Nation who were the
traditional custodians of this country for many centuries. We acknowledge that this land on which we meet is the
place of significant ceremonies of celebration, initiation and renewal, and that the Kulin Nation people's living culture had
and has a unique role in the life of this region.

ARTS, EDUCATION AND HUMAN DEVELOPMENT
HANDBOOK
2009

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and has a unique role in the life of this region.
DISCLAIMER

The information contained in Victoria University’s 2009 Faculty of Arts, Education and Human Development Handbook was current at 31 August 2008.

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

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

IMPORTANT INFORMATION

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

This handbook can be downloaded as a pdf file from the Victoria University website at www.vu.edu.au/courses/handbooks

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HOW TO USE THIS HANDBOOK

Victoria University's 2009 Faculty of Arts, Education and Human Development Handbook is designed to provide students with detailed information on course structures and subject details for undergraduate and postgraduate courses offered by the faculty in 2009.

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

The definition of fields used in course tables throughout this handbook include:
Credit Point — the number of credit points a subject contributes towards the total points needed to complete a course.
EFTSL — Equivalent Full-Time Student Load is a measure of the study load for one year for a student undertaking a course on a full-time basis.
SC Band — all Commonwealth supported courses fall within one of four bands of disciplinary areas. These bands are called student contribution bands and are used to determine the maximum student contribution amount, for both commencing and continuing students.

PLEASE NOTE

This handbook provides a guide to courses available within Victoria University’s Faculty of Arts, Education and Human Development in 2009. Although all attempts have been made to make the information as accurate as possible, students should check with the faculty that the information is accurate when planning their courses.

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

This handbook includes descriptions of courses that may later be altered or include courses that may not be offered due to unforeseen circumstances, such as insufficient enrolments or changes in teaching personnel. The fact that details of a course are included in this handbook can in no way be taken as creating an obligation on the part of the University to teach it in any given year or in the manner described. The University reserves the right to discontinue or vary courses at any time without notice.

OTHER INFORMATION

Information about course fees, articulation and credit transfer, recognition of prior learning, admission and enrolment procedures, examinations, and services available to students can be accessed on the University’s website or by contacting the University directly.
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<tr>
<td>Bachelor of Arts (International Studies)/Bachelor of Business (International Trade) (I)</td>
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<td>Bachelor of International Studies/Bachelor of Recreation Management</td>
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<td>Bachelor of International Studies</td>
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Below are details of courses offered by the School of Communication, Culture and Languages in 2009. This information is also available online on the University’s searchable courses database at www.vu.edu.au/courses

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

**BACHELOR OF COMMUNICATION (PUBLIC RELATIONS)**

**Course Code** ABAC

**Campus** St Albans

**Introduction**
No intake from Sem 2, 2009. Apply for new revised course ABCO Bachelor of Communication.

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

**Course Objectives**
Students will acquire knowledge and skills in public relations, different forms of communication in varied formats and settings, professional and communication ethics, professional writing and research skills, management skills as well as developing their skills and knowledge in other relevant areas.

Whilst Australian-oriented, this course is suitable for students interested in pursuing a career internationally. It is an up-to-date course taught by expert academics with current industry knowledge.

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

**Course Structure**
For a normal full-time load:

**Year 1**

**Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>EFTSL</th>
<th>SC Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACY1001</td>
<td>PRINCIPLES AND PRACTICE OF PUBLIC RELATIONS</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
</tr>
<tr>
<td>ACC1047</td>
<td>CULTURE AND COMMUNICATION</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
</tr>
<tr>
<td>ACM1008</td>
<td>INTRODUCTION TO WEB PRODUCTION</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
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<tr>
<td></td>
<td>Plus one Contextual Studies unit 1</td>
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</table>

**Semester 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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<th>SC Band</th>
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<tbody>
<tr>
<td>ACP1054</td>
<td>INTRODUCTION TO MEDIA WRITING</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
</tr>
<tr>
<td>ACC1048</td>
<td>MEDIA, CULTURE AND SOCIETY</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Contextual Studies unit 2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Plus one elective</td>
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**Year 2**

**Semester 1**

<table>
<thead>
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<tbody>
<tr>
<td>ACY2003</td>
<td>MEDIA MANAGEMENT IN PUBLIC RELATIONS</td>
<td>12</td>
<td>0.1250</td>
<td>2</td>
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<tr>
<td>ACP3051</td>
<td>WRITING FOR PUBLIC RELATIONS AND ADVERTISING</td>
<td>12</td>
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One of:

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<th>EFTSL</th>
<th>SC Band</th>
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<tbody>
<tr>
<td>ACC3045</td>
<td>VIDEO PRODUCTION</td>
<td>12</td>
<td>0.1250</td>
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</tr>
<tr>
<td>ACC3046</td>
<td>COMMUNICATING WITH RADIO</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
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<tr>
<td>ACP2070</td>
<td>EDITING PRINCIPLES AND PRACTICE</td>
<td>12</td>
<td>0.1250</td>
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<td></td>
<td>Plus one elective</td>
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**Semester 2**

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<tr>
<td>ACY2005</td>
<td>COMMUNICATION RESEARCH</td>
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<tr>
<td>ACC3003</td>
<td>ETHICAL AND LEGAL ISSUES IN COMMUNICATION</td>
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Plus one of:

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<td>ACP2079</td>
<td>PUBLISHING PRINCIPLES AND PRACTICE</td>
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<tr>
<td>ACM2003</td>
<td>INTERACTIVE PROGRAMMING</td>
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**Year 3**

**Semester 1**

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<tr>
<td>ACY3001</td>
<td>PUBLIC RELATIONS CAMPAIGNS AND MANAGEMENT</td>
<td>12</td>
<td>0.1250</td>
<td>2</td>
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<tr>
<td>ACC3047</td>
<td>COMMUNICATING IN ORGANISATIONS</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
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<tr>
<td>ACY3004</td>
<td>CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS</td>
<td>12</td>
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<td></td>
<td>Plus one elective</td>
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**Semester 2**

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<td>COMMUNICATION PROFESSIONAL PRACTICE</td>
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<tr>
<td>ACY3006</td>
<td>MARKETING COMMUNICATION</td>
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</tbody>
</table>
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Plus two electives

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 and 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 VTAC Guide for details.

BACHELOR OF CREATIVE ARTS INDUSTRIES (I)
Course Code ABAI

Campus Footscray Park

Introduction
The primary academic rationale of this course is to equip graduates with the specific skills and knowledge in arts disciplines with the cultural, entrepreneurial and enterprise acumen required for successful participation/employment in the emerging arts industries. This course also aims to:
- provide core modules that will combine understanding and experience of industry management with artistic talent and experience;
- provide flexibility for students to respond to the growing importance of the arts industries and the opportunities for convergence with skills development in other related areas such as the new communication technologies;
- integrate innovative teaching and learning pedagogies;
- allow students to learn in the workplace, including the opportunity for mentorship work-based learning, and context-specific training situated learning;
- formalise credentialing of professional arts practice; and
- integrate theory and practice through experience in a work environment.

Course Objectives
The objectives of the course are to:
- provide students with the skills, knowledge and understanding to operate as professionals in the dynamic sector of the arts industries;
- enable students to develop skills across multiple arts disciplines and to engage in the diversity required for practitioners in this field;
- provide diverse opportunities for students to participate in industry placements and community engagement and partnership projects;
- embed VU’s community engagement and work integrated learning policies more deeply within robust pedagogical practices.

Course Duration
Three years full-time or part-time equivalent.

Course Requirements
Students in this program will be required to complete six semesters (288 credit points).

Admission Requirements
Successful completion of Year 12 or equivalent. Students may apply under the Universities’ alternative categories of entry including continuing difficulties during schooling, Aboriginal and Torres Strait Islanders or Mature age (over 21). Students will be required to attend an interview. IELTS 6 for international students.

Course Structure
Year 1
Semester 1

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Semester 3

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Credit Point  EFTSL  SC Band

Elective 4
Elective 5

Year 3
Semester 5
ACI3100  PROFESSIONAL ENGAGEMENT  12  0.1250  1
Major 1 Unit 6
Major 1 Unit 7
Elective 6

Semester 6
ACI3101  ADVANCED PROFESSIONAL ENGAGEMENT  12  0.1250  1
Major 1 Unit 8
Elective 7
Elective 8

1 x Major specialisation from the following areas (8 units of study):
- Communication/Media Studies
- Professional Writing Major
- Multimedia
- Business Major
- Visual Arts
- Music
- Public Relations
- Performance Studies

Unit listings for majors to be determined by Faculties.

Other Requirements
No unit of study can be counted towards more than one major study.

ADVANCED DIPLOMA/BACHELOR OF ARTS (INTERACTIVE MEDIA)

Course Code ABCG

Campus City Flinders and St Albans

Introduction
This course builds on existing rationales of the Advanced Diploma in Electronic Design and Multimedia and the Bachelor of Arts (Multimedia). It complements current offerings in these areas by providing a specialist focus on games development.

This course will provide professional training tailored to meet the specific needs of the computer games industry and will deliver both games-specific technical skills and relevant generic skills through its project-based approach to delivery.

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

Course Duration
Year 1 is conducted at TAFE only. It includes 11 units of study from the Advanced Diploma of Multimedia.
Year 2 is conducted at TAFE and Higher Education.

Course Requirements
Semester 1 has 7 units of study from TAFE, plus one Professional Writing or Communications Major — Unit 1.
Semester 2 has 4 TAFE units of study. At this stage students can exit with the Advanced Diploma of Multimedia, only if no higher education units of study have been undertaken.

Course Structure
Year 1
Semester 1
TAFE Units

Unit Code                Hours
CUSRAD02A  CONDUCT RESEARCH  35
CUFMEM03A  INTEGRATE AND USE SCRIPTING LANGUAGE IN AUTHORING A MULTIMEDIA PRODUCT  60
CUFIMA05A  CREATE 3D DIGITAL MODELS AND IMAGES  75
CUFEM11A  DESIGN THE NAVIGATION FOR A MULTIMEDIA PRODUCT  70
CUFEM06A  DESIGN A MULTIMEDIA PRODUCT  50
CUFRAD02A  DEVELOP AND IMPLEMENT DESIGNS  60

Year 1
Semester 2
CUFIMA06A  DEVELOP AND IMPLEMENT VISUAL EFFECTS DESIGNS  100
CUFEM02A  AUTHOR A MULTIMEDIA PRODUCT  50
CUFEM10A  DESIGN AND CREATE A MULTIMEDIA INTERFACE  70
ICPMAM6DA  PREPARE MULTIMEDIA FOR DIFFERENT PLATFORMS  20
CUFWRT07A  WRITE AN INTERACTIVE SEQUENCE FOR MULTIMEDIA  50
CUFEM09A  APPLY PRINCIPLES OF GAME DESIGN TO A MULTIMEDIA PRODUCT  30
CUFFE01A  MAKE CREATIVE AND TECHNICAL EDITING DECISIONS  60
THHGLE12A  DEVELOP AND MANAGE MARKETING STRATEGIES  50

Year 2
Semester 1

TAFE and Higher Education units

CUFGEN01A  DEVELOP AND APPLY INDUSTRY KNOWLEDGE  15
### FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

#### Unit Code | Hours
---|---
CUEOS1A | IMPLEMENT WORKPLACE HEALTH, SAFETY AND SECURITY PROCEDURES. 10
ICAITAD068A | APPLY SKILLS IN OBJECT ORIENTED DESIGN 40
CUSADM08A | ADDRESS COPYRIGHT REQUIREMENTS 20
CUFDAD01A | PREPARE A PROPOSAL 50
CUPAEM07A | APPLY PRINCIPLES OF VISUAL DESIGN AND COMMUNICATION TO THE DEVELOPMENT OF A MULTIMEDIA PRODUCT 40

**Arts Major - Unit 1**

**Year 2**

**Semester 2**

CUPPOPO9A | CONDUCT A BRIEFING 30
CUSADM04A | MANAGE A MAJOR PROJECT 35

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

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<td>INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION</td>
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**Arts Major - Unit 2**

**Year 3**

**Semester 1**

Higher Education units only

ACY3004 | CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS | 12 | 0.1250 | 1 |

**Arts Major - Unit 3**

**Arts Major - Unit 4**

**Arts Major - Unit 5**

**Semester 2**

**Arts Major - Unit 6**

**Arts Major - Unit 7**

**Arts Major - Unit 8**

**Arts Elective**

**NOTE:** Arts Major MUST be a Communication or Professional Writing major.

### Career Prospects

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

### BACHELOR OF ARTS (MULTIMEDIA) (I)

**Course Code ABCO**

**Campus St Albans**

**Introduction**

No intake from Sem 2, 2009. Apply for new revised course ABCO Bachelor of Communication.

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

**Course Objectives**

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

**Course Duration**

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. Each unit of study carries 12 credit points. Full-time students will normally complete an average of 48 credit points of four units each semester.

In addition, students must satisfy the following requirements:

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

**Course Structure**

For a normal full-time load:

**Year 1**

**Semester 1**

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Second major Professional Writing or Communication Studies

Elective (you can obtain a list of electives from the Website).

**Semester 2**

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<tr>
<td>ACM1007</td>
<td>ANIMATION</td>
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</table>

Second major Professional Writing or Communication Studies
Elective
Year 2
Semester 1
ACM2003 INTERACTIVE PROGRAMMING 12 0.1250 1
Second major Professional Writing or Communication Studies
Second major Professional Writing or Communication Studies**
Elective
Semester 2
ACM2008 DYNAMIC WEB DEVELOPMENT 12 0.1250 1
ACM2007 INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION 12 0.1250 1
Second major Professional Writing or Communication Studies
Elective
Year 3
Semester 1
ACM3003 DVD AND SCRIPT DEVELOPMENT 12 0.1250 1
ACY3004 CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS 12 0.1250 1
Second major Professional Writing or Communication Studies
Elective
Semester 2
ACC3001 COMMUNICATION GRADUATING PROJECT 1 12 0.1250 1
Second major Professional Writing or Communication Studies
Second major Professional Writing or Communication Studies**
Elective
*A Compulsory Foundation Unit
**2nd Major
***Additional Multimedia Core units to be completed

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 VTAC Guide for details.

BACHELOR OF COMMUNICATION
Course Code ABCO
Campus: St Albans
Introduction
This course is a three-year Bachelor of Communication degree, providing core studies in contemporary communication theories and applications. Students choose to specialise in Professional Writing, Public Relations or Digital Media. The focus is necessarily global, providing education in professional communication for graduates seeking to pursue careers in Australia and internationally.

The Professional Writing specialisation is for students with a particular interest in the principles and practice of writing to develop their knowledge and skills in writing practice, analysis of written texts and elements of professional practice in writing, including creative and media applications, editing, publication, design and publishing.

The Public Relations specialisation provides an opportunity for students interested in a career in the broad and expanding field of public relations. Students acquire knowledge and skills in principles and practices of public relations, including professional presentation, media management, research, campaigns and management skills.

The Digital Media specialisation is for students seeking to combine theoretical understandings of digital and other new media with advanced practical skills in the design and production of digital media materials.

All students undertake studies in career development for communication professionals and have an opportunity for professional practice. In the final year all students undertake a major graduating project. This up-to-date course is taught by expert academics with current industry knowledge.

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

Course Duration
Three years full-time or part-time equivalent.

Course Requirements
To be awarded the degree of Bachelor of Communication (with a specialisation in Professional Writing, Public Relations or Digital Media), students must have successfully completed a total of 288 credit points. All units are valued at 12 credit points. Full-time students will normally complete an average of 48 credit points each semester.

In addition, students must satisfy the following requirements:
- complete 24 semester-length units;
- complete the six core Communications units;
- complete the four compulsory units, Communication Graduating Project 1 and 2, Career Development for Communication Professionals and Communication Professional Practice;
- complete a specialisation in either Professional Writing, Public Relations or Digital Media, which includes six (or seven in Digital Media) specialisation units plus four (or three) units drawn from another specialisation (as outlined below);
- complete four elective units;
- a degree cannot contain more than ten first-year units.
Course Structure
For a normal full-time load:

### Year 1

#### Semester 1
- ACC1047 CULTURE AND COMMUNICATION 12 0.1250 1
  - Specialisation Unit 1
  - Second Specialisation Unit 1 (see specialisation structure for exact unit option)
  - Elective

#### Semester 2
- ACC1048 MEDIA, CULTURE AND SOCIETY 12 0.1250 1
  - Specialisation Unit 2
  - Second Specialisation Unit 2 (see specialisation structure for exact unit option)
  - Elective

### Year 2

#### Semester 1
- ACC2014 INTERNATIONAL COMMUNICATION INDUSTRIES 12 0.1250 1
  - Specialisation Unit 3
  - Second Specialisation Unit 3 (see specialisation structure for exact unit option)
  - Elective

#### Semester 2
- ACC2001 COMMUNICATION TECHNOLOGIES IN CONTEXT 12 0.1250 1
  - Specialisation Unit 4
  - Second Specialisation Unit 4 (see specialisation structure for exact unit option)
  - Elective

### Year 3

#### Semester 1
- ACC3047 COMMUNICATING IN ORGANISATIONS 12 0.1250 1
- ACC3001 COMMUNICATION GRADUATING PROJECT 1 12 0.1250 1
- ACY3004 CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS 12 0.1250 1
  - Specialisation Unit 5

#### Semester 2
- ACC3003 ETHICAL AND LEGAL ISSUES IN COMMUNICATION 12 0.1250 1
- ACC3002 COMMUNICATION GRADUATING PROJECT 2 12 0.1250 1
- ACY3005 COMMUNICATION PROFESSIONAL PRACTICE 12 0.1250 1
  - Specialisation Unit 6

The course plans for each specialisation are as follows:

#### Professional Writing Specialisation

### Year 1

#### Semester 1
- ACC1047 CULTURE AND COMMUNICATION 12 0.1250 1
- ACP1053 INTRODUCTION TO CREATIVE WRITING 12 0.1250 1
  - Plus one of the following two units:
    - ACM1009 VISUAL DESIGN FOR DIGITAL MEDIA 12 0.1250 1
    - ACY1001 PRINCIPLES AND PRACTICE OF PUBLIC RELATIONS 12 0.1250 1
  - Plus Elective 1

#### Semester 2
- ACC1048 MEDIA, CULTURE AND SOCIETY 12 0.1250 1
- ACP1054 INTRODUCTION TO MEDIA WRITING 12 0.1250 1
  - Plus one of the following two units:
    - ACM1008 INTRODUCTION TO WEB PRODUCTION 12 0.1250 1
    - ACY1002 PUBLIC SPEAKING AND COMMUNICATION 12 0.1250 1
  - Plus Elective 2

### Year 2

#### Semester 1
- ACC2014 INTERNATIONAL COMMUNICATION INDUSTRIES 12 0.1250 1
- ACP2070 EDITING PRINCIPLES AND PRACTICE 12 0.1250 1
  - Plus one of the following two units:
    - ACM1006 DIGITAL SOUND AND VIDEO 12 0.1250 1
    - ACY2003 MEDIA MANAGEMENT IN PUBLIC RELATIONS 12 0.1250 2
  - Plus Elective 3

#### Semester 2
- ACC2001 COMMUNICATION TECHNOLOGIES IN CONTEXT 12 0.1250 1
- ACP2079 PUBLISHING PRINCIPLES AND PRACTICE 12 0.1250 1
  - Plus one of the following two units:
    - ACM2003 INTERACTIVE PROGRAMMING 12 0.1250 1
    - ACY2005 COMMUNICATION RESEARCH 12 0.1250 1
  - Plus Elective 4
### Year 3
#### Semester 1

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Plus one of the following two units:

- ACP2085 Fiction Writing
- ACP2001 Web Journalism

#### Semester 2

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Plus one of the following three units:

- ACP2078 Performance Writing
- ACP2067 Gender and Genre in Short Fiction
- ACP2080 Writing and Reading Place

OR

**Public Relations Specialisation**

#### Year 1

##### Semester 1

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Plus Elective 1

##### Semester 2

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Plus Elective 2

### Year 2

#### Semester 1

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Plus Elective 3

##### Semester 2

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Plus one of the following two units:

- ACP2079 Publishing Principles and Practice
- ACM2003 Interactive Programming

Plus Elective 4

### Year 3

#### Semester 1

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OR

**Digital Media Specialisation**

#### Year 1

##### Semester 1

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<td>Introduction to Web Production</td>
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Plus one of the following two units:

- ACP1053 Introduction to Creative Writing
- ACY1001 Principles and Practice of Public Relations

Plus Elective 1

##### Semester 2

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Plus one of the following two units:

- ACP1054 Introduction to Media Writing
- ACY1002 Public Speaking and Communication

Plus Elective 2
Year 2
Semester 1

ACC2014 INTERNATIONAL COMMUNICATION INDUSTRIES 12 0.1250 1
ACM1006 DIGITAL SOUND AND VIDEO 12 0.1250 1
ACM1007 ANIMATION 12 0.1250 1
Plus Elective 3

Semester 2

ACC2001 COMMUNICATION TECHNOLOGIES IN CONTEXT 12 0.1250 1
ACM2003 INTERACTIVE PROGRAMMING 12 0.1250 1
Plus one of the following two units:
ACP2079 PUBLISHING PRINCIPLES AND PRACTICE 12 0.1250 1
ACY2005 COMMUNICATION RESEARCH 12 0.1250 1
Plus Elective 4

Year 3
Semester 1

ACC3047 COMMUNICATING IN ORGANISATIONS 12 0.1250 1
ACM2008 DYNAMIC WEB DEVELOPMENT 12 0.1250 1
ACC3001 COMMUNICATION GRADUATING PROJECT 1 12 0.1250 1
ACY3004 CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS 12 0.1250 1

Semester 2

ACC3003 ETHICAL AND LEGAL ISSUES IN COMMUNICATION 12 0.1250 1
ACM2007 INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION 12 0.1250 1
ACC3002 COMMUNICATION GRADUATING PROJECT 2 12 0.1250 1
ACY3005 COMMUNICATION PROFESSIONAL PRACTICE 12 0.1250 1

Units of Study Offered
The following Faculty recommended electives options (available at St Albans campus) provide social and cultural context studies from first year level: Gender Studies, Sociology or Community Development.
At second year level students may also choose electives that provide further communication applications and studies from the majors in Communication Studies, Media Studies and Professional Writing.
Students may choose electives from outside the Faculty of Arts, Education and Human Development and on other campuses.

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

Admission Requirements
Prerequisites: Units 3 and 4 — a study score of at least 20 in English (any).
Selection mode: CY12: ENTER and two-stage process with a middle-band of approximately 20%. NONY12: Academic record form, interview. See Extra requirements for specifics.
Middle-band: Completing any of design and technology, English language, information technology (any), literature, media, or visual communication and design = an aggregate two points higher per study, to a maximum 10 points.
Extra requirements: NONY12 Form: Applicants must complete and submit a VTAC Pi Form. Interview (some applicants only).

BACHELOR OF ARTS (PROFESSIONAL WRITING) (I)

Course Code ABCP

Campus St Albans

Introduction
No intake from Sem 2, 2009. Apply for new revised course ABCO Bachelor of Communication.
This course is a three-year Bachelor of Arts course with a special emphasis on Professional Writing. The course provides an opportunity for students with a particular interest in the principles and practice of writing to develop their knowledge and skills in writing practice, analysis of written texts and elements of professional practice in writing, such as editing, copyright and media law, publication design and publishing. The course also furthers students’ general education through other Arts studies.

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

Course Duration
Three years full-time or part-time equivalent.

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

Course Structure
For a normal full-time load:

Year 1

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PROFESSIONAL WRITING YEAR 2 OPTIONS

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PROFESSIONAL WRITING YEAR 3 OPTIONS

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Career Prospects
Graduates may gain employment in diverse fields involving the knowledge and practice of professional writing, including:
• Journalism;
• Media and communications;
• Publishing;
• Editing;
• Media liaison;
• Scriptwriting;
• Fiction writing;
• English or communication teaching.
Graduates will be able to apply for membership in writing-related associations such as the Australian Society of Editors, the Australian Society of Technical Communicators and the Fellowship of Australian Writers, depending upon their areas of specialisation and ongoing professional practice.
Admission Requirements
Satisfactory completion of Year 12 or equivalent, normally with a minimum score of 25 in one VCE English study for Year 12 applicants.

BACHELOR OF MULTIMEDIA SYSTEMS
Course Code ABCS
Campus Kuala Lumpur (2nd Year) and Footscray Park/St Albans or Kuala Lumpur (3rd Year)
Introduction
Continuing Students only
This one-year Bachelor of Multimedia Systems course articulates with the two years Bachelor of Multimedia Systems offered at Sunway College, Malaysia. The course provides 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.
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 eight 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 second-year and entry to the course is via successful completion of first-year of the Sunway University College Bachelor of Multimedia Systems degree or equivalent. In second-year students study at Sunway University College and undertake VU units as well as receiving credits for a number of SUC units. In third-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.
Course Structure
Units required for completion of the course:
Year 2

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Year 3

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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 units of study in the SUC Bachelor of Multimedia Systems degree or equivalent.

BACHELOR OF ARTS
Course Code ABHC
Campus Footscray Park
Course Objectives
Graduates of this Bachelor of Arts course will have:
• a grounding in one or more academic disciplines, which in addition to their interdisciplinary training, provides a basis for further studies towards professional qualifications in such fields as teaching, librarianship, community or social work, or further academic studies towards a higher degree;
• a critical understanding of the concept of culture and the insights it provides into the similarities and differences amongst human beings, their behaviour and communication with each other, and the meanings they attach to their collective lives;
• knowledge and understanding of Australian society and culture, both historical and contemporary; an appreciation of the structure of Australian society, the differences amongst the various groups of which it is constituted, and the issues of equity which it presents;
• experience with first hand research, a familiarity with research resources and methods, and a range of adaptable analytic and research skills, particularly as can be applied to issues of culture and communication in Australia.
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 units are worth 12 credit points. Second and third year undergraduate Arts units are worth 12 credit points (including any first-year units taken at second and third year). Units of study chosen from other faculties will be deemed equivalent to these values. Full-time students will normally complete an average of 48 credit points each semester.
In addition, students must satisfy the following requirements:
• complete 24 semester-length units of study;
• complete two approved 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, ie. at least 18 units of study must be Arts units of study, plus one Capstone unit.
Course Structure
For a normal full-time load:
An example of Bachelor of Arts Major 1 and Psychology
Year 1
Semester 1

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Arts First major - Unit of Study 1
Arts Elective - Unit of Study 1

Semester 2

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Arts First major - Unit of Study 2
Arts Elective - Unit of Study 2

Year 2

Semester 1

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Arts First Major - Unit of Study 4

Semester 2

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Psychology Elective
Arts First Major - Unit of Study 5
Arts Elective - Unit of Study 3

Year 3

Semester 1

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Arts First Major - Unit 6
Arts Elective - Unit 7

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Psychology Elective
Arts Major - Unit 8

Units of Study Offered

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

Students may also undertake units offered at the St Albans Campus including from the areas of Communication Studies, Gender Studies, Literary Studies, Media Studies, Organisational Studies, Professional Writing, Psychology, Psychosocial Studies, Social Research Methods, Sociology (of the Global South or Policy Studies) and Visual Arts.

Students may also undertake units 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 unit. Graduates will also be qualified to enter the public service. Some graduates may wish to proceed to postgraduate studies in translating and interpreting, librarianship, or public relations, where language skills will be invaluable. Graduates with a major or sub-major in beginners’ language units will be eligible, after completing a Diploma of Education, to enter secondary teaching as teachers of social studies and the third subject area which they studied in their degree. They will not be sufficiently fluent to become teachers of the language, but they will have skills that will be of general use in schools with a multicultural population. These graduates will also be qualified to enter careers in the public service or community affairs.

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 VTAC Guide for details.

Bachelor of Arts (Computer-Mediated Art)

Course Code ABXC

Campus St Albans

Course Objectives

For Continuing Students Only

The aims of this three-year course are to:

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

Course Duration

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
Continuing students only
Year 1

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Year 2

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plus two electives

Year 3

Semester 1

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Career Prospects
Graduates may gain employment as professional visual artists, graphic designers, computer animators, digital artists, Web designers and digital designers. Graduates who become art educators will be required to meet Ministry of Education employment provisions for registration as a teacher.

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

BACHELOR OF ARTS/DIPLOMA OF LIBERAL ARTS
Course Code ABXL

Campus Footscray Park

Introduction
This 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 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
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

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Optional Exit point: Certificate IV in Liberal Arts

Year 2

Semester 1

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Major - Unit 1

Semester 2

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Major - Unit 2

Year 3

Semester 1

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Major - Unit 1

Semester 2

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Major - Unit 2

Year 4

Semester 1

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NOTE: APP3023 Psychological Issues in the Workplace counts as Major - Unit 8 for students taking a Psychology major.

Semester 2

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Plus one of the following:

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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 VTAC Guide for details.

Bachelor of Arts

Course Code ABXM

Campus St Albans

Introduction

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 materials;
• 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 units of study are worth 12 credit points. All second and third year undergraduate Arts units of study are worth 12 credit points (including any first-year units of study taken at second and third year). Units of study chosen from other faculties will be deemed equivalent to these values. Full-time students will normally complete an average of 48 credit points each semester.

• In addition, students must satisfy the following requirements: complete 24 semester-length units;
• complete two majors;
• complete two first-year foundation units;
• complete the compulsory Knowing & Knowledge A & B units;
• a degree cannot contain more than ten first-year units;
• no more than eight units may be taken from outside the Faculty of Arts, i.e. at least 16 units must be Arts units;
• units may be swapped around or completed in a different semester or sequence, as long as prerequisites are met and the units you want to do are being offered.

No more than ten first-year units can be counted towards the 20 units required for the degree. Students must complete two majors. At least one major must be an Arts major. Students must complete at least 14 Arts units. Students can normally only undertake a maximum of six units outside the Faculty of Arts, Education and Human Development.

Course Structure

Year 1
Semester 1

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Year 2
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Units of Study Offered
Students undertaking the Bachelor of Arts at the St Albans Campus have a wide choice of units to choose from. Unit areas include: Communication Studies, Gender Studies, Literary Studies, Media Studies, Organisational Studies, Professional Writing, Psychology, Psychosocial Studies, Social Research Methods, Sociology, Policy Studies, Spanish and Spanish Studies (first-year only) and also Visual Arts.

Students may also undertake units offered at the Footscray Park Campus including from the areas of Advanced English for Speakers of other Languages, Asian Studies, Chinese,

Students may also undertake units 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 VTAC Guide for details.

GRADUATE DIPLOMA IN MODERN LANGUAGES
Course Code AGXL
Campus Footscray Park

Introduction
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 them to find work within, or related to, the community represented by the particular language they have studied;
• be able to undertake further study in specialised areas connected with their chosen language, such as interpreting and translating, editing, subtitling, and associated activities;
• be able to undertake specific research in a broad range of subjects connected with the language area studied, as it relates to other disciplines of vocational relevance, such as psychology, community development and social work, education, business, the arts, interpreting and translating, marketing and tourism; and
• have developed further insights into issues involving an awareness of cross-cultural communication and put these into practice in a personal, employment or voluntary capacity within the broader community.

Course Duration
Three years part-time.

Course Requirements
Students undertaking the Graduate Diploma are required to complete six sequential units of study over three years, in their chosen language major. Students must complete a total of 72 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. Students who have completed an Asian language at Year 12 level or who are native speakers will commence their program at the next appropriate level.

Chinese (Mandarin)
These units of study in the Chinese Language Studies course are:

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<tr>
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<td>CHINESE PEOPLE AND BELIEFS</td>
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<tr>
<td>ACZ3021</td>
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<td>ACZ3031</td>
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Japanese

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

**Year 3**

**Semester 1**

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**Additional Units Offered:**

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**Vietnamese**

**Year 1**

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**Years 2 and 3**

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<td>VIETNAM: GLOBALISATION, DIASPORA AND IDENTITY</td>
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</table>

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

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

**Spanish**

Spanish students with no previous knowledge of Spanish will undertake two of the units of study below each year, totalling 6 single semester units of study over the three years of the course.

**Year 1**

<table>
<thead>
<tr>
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<th>Subject</th>
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**Year 2**

<table>
<thead>
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**Year 3**

Plus one unit of study from the list below

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<tbody>
<tr>
<td>ACS2005</td>
<td>CONSTRUCTION OF NATIONHOOD IN SPAN AND LATIN AMERICA</td>
<td>12</td>
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<tr>
<td>ACS3085</td>
<td>INTRODUCTION TO INTERPRETING AND TRANSLATION</td>
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<td>ADVANCED SPANISH TEXT AND CONTEXT</td>
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<tr>
<td>ACS3087</td>
<td>LANDSCAPE, MEMORY AND IDENTITY IN LATIN AMERICAN LITERATURE</td>
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<td>ACS3083</td>
<td>SPANISH IN BUSINESS AND INTERNATIONAL TRADE</td>
<td>12</td>
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<tr>
<td>ACX2001</td>
<td>INTERNATIONAL STUDY</td>
<td>12</td>
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<td>ACX3002</td>
<td>SPECIAL PROJECT</td>
<td>12</td>
<td>0.1250</td>
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</table>

Students may commence at a higher level (normally Spanish C), if they have completed VCE Spanish or equivalent, and take additional units of study from the list of units offered at third year level. The student's initial level of linguistic competence will be assessed by the Course Co-ordinator before enrolment.

**Career Prospects**

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

**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 have completed six post-VCE level language units of study will be recognised as having sufficient language competence to undertake teacher training for LOTE teaching.

**Course Fee**

Fee-paying course.

---

**BACHELOR OF ARTS (HONOURS) COMPUTER MEDIATED ART AND MULTIMEDIA**

Course Code AHCM

**Campus** St Albans

**Introduction**

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

**Course Objectives**

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

Course Requirements
Students must successfully complete the four units of study: ASH4003, ACF4101, ACF4102, and ACF4103. This involves completing a major project and writing an exegesis.

Course Structure
Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>KEY DEBATES IN THE HUMANITIES AND SOCIAL SCIENCES</td>
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Semester 2

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</table>

Career Prospects
The program will provide an appropriate prerequisite for postgraduate study as well as a folio for entry into the field in which the student specialises, in their project.

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 MULTIMEDIA SYSTEMS (HONOURS) (I)

Course Code AHMS

Campus Footscray Park

Introduction
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 Requirements
Students must complete a total of 96 credit points.

Course Structure
Semester 1

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Semester 2

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Admission Requirements
To qualify for admission to the course applicants must have successfully completed the Bachelor of Multimedia Systems degree.

GRADUATE CERTIFICATE IN COMMUNICATION (PUBLIC RELATIONS)

GRADUATE DIPLOMA IN COMMUNICATION (PUBLIC RELATIONS)

Course Code ATCA, AGCA

Campus City Flinders

Introduction
The course has been developed in response to a growing demand for a strong practical, skills oriented program in public relations, which is grounded in contemporary theoretical contexts. The core units cover critical elements of public relations and communication theory, research methods, campaign development and management, as well as ethical and legal frameworks. Writing skills and practices for different purposes and markets are emphasised. The electives enable students to strengthen their range of media and communication skills and knowledge. This up to date postgraduate program has been specifically designed for:
- people working in public relations and communications roles who are seeking further study and qualifications;
- other professionals who are finding that they are increasingly expected to have the knowledge and skills of public relations experts; and
- graduates seeking to add a public relations professional diploma or certificate to their undergraduate degree in any area.

The course can be tailored to fit with students’ interests and needs. There is also the opportunity for successful students to articulate from the Graduate Diploma to the Master of Arts in Communication for a third semester of study.

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

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.
Course Requirements

ATCA Graduate Certificate in Communications (Public Relations)
Completion of four core units of study as directed by course co-ordinator.

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

AGCA Part-time or Full-time Graduate Diploma in Communications (Public Relations)

To qualify for the award of Graduate Diploma in Communication (Public Relations), students must complete a total of 96 credit points including at least four core units and four electives.

If the student intends to apply to enter Master of Arts in Communication, they must include ACG5200 Approaches to Research in their eight units.

Core units are normally available in two-hour blocks in the evening.

Course Structure

Graduate Certificate in Communication (Public Relations)
Students complete four Core Units

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<td>ACG5098 MANAGING PUBLIC RELATIONS CAMPAIGNS</td>
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<tr>
<td>ACG5100 ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE</td>
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Graduate Diploma in Communication (Public Relations)
Students complete eight units comprising the core units plus electives

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Possible Communication Electives

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<td>ACG5208 CRISIS AND RISK COMMUNICATION</td>
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<td>ACG5010 INTERNATIONAL COMMUNICATION</td>
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<td>ACG5204 VIDEO AND DOCUMENTARY</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
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<tr>
<td>ACG5209 PUBLIC HEALTH COMMUNICATION</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
</tr>
</tbody>
</table>

Business electives are also available subject to timetable availability.

Students can articulate to Master in Arts in Communication with four more units of study or Minor Thesis.

Career Prospects

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

Admission Requirements

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

Progression

Progression to the MA program from Graduate Diploma

Master of Arts - Option A
Successful completion of eight units of study (96 credit points) with Distinction or above in at least four units of study).

Master of Arts - Option B
Successful completion of eight units of study (96 credit points) with Distinction or above in at least four units of study and including successful completion of ACG5200 Approaches to Research.

GRADUATE CERTIFICATE IN COMMUNICATION (I)

GRADUATE DIPLOMA IN COMMUNICATION (I)

MASTER OF ARTS IN COMMUNICATION (I)

Course Code ATCC, AGCD, AMCM

Campus All courses offered at City Flinders

Introduction

Continuing Students Only
NOTE: Updated Course available to commencing students: See ATCO/AGCO/AMCO Postgraduate Programs in Communication.
This fully articulated program is the first of its type in Victoria, and has been developed to provide a comprehensive postgraduate education in communication for communication practitioners, educators, trainers and others wishing to pursue postgraduate level study and research in communication. An important feature of the program is its flexible structure, allowing exit from the program at different levels, and, if desired, later re-admission to undertake further study with full recognition for earlier study. The program provides a comprehensive foundation of communication theory and research methodology and enables students to explore their application to a range of interrelated vocational areas. Depending on the student’s particular orientation to communication they have the opportunity to combine a range of elective units of study to make up the coursework component of the program. Some of the units of study focus more on communication in organisational contexts and the management of communication, whereas others deal with the media’s representation of issues and audience response and changing contexts and means of communication with the introduction of new communication technologies. Note that only a selection of the units of study are offered each year.

The Communication Stream
Includes workshop-based units of study with a focus on production (radio; video) units with an organisational communication focus; and units engaging students in current debates concerning practice and theory of different media in a globalised workforce.

The Writing Stream
Engages students in writing workshops and seminars in a number of genres including Hypertext, ranging from creative writing to applied writing for the workplace.

The AESOL Stream
Offers writing and communication practice and theory for speakers of other languages.
Each stream can be combined with units of study from other streams. Students may choose (with Course Coordinator’s approval) a maximum of 2 units of study (Graduate Diploma) or 4 units of study (M/A) from relevant courses other than the Postgraduate Program in Communication.

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

Course Duration
Graduate Certificate in Communication
One semester full-time or one year part-time
Graduate Diploma in Communication
One year full-time or two years part-time
Master 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, students must complete a total of 48 credit points.
To qualify for the award of Graduate Diploma in Communication, students must complete a total of 96 credit points.
To qualify for the award of Master of Arts in Communication, students must complete a total of 144 credit points.

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

Course Structure
Communication Stream - undertake a minimum of four units of study

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<td>CYBERCULTURES, CYBERSERFS</td>
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Writing Stream - undertake a minimum of four units of study

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<td>ACG5099</td>
<td>PUBLIC RELATIONS WRITING</td>
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<td>1</td>
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<tr>
<td>ACG5203</td>
<td>PRINT AND WEB JOURNALISM</td>
<td>12</td>
<td>0.1250</td>
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</table>

AESOL Stream - undertake a minimum of 4 units of study

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<th>EFTSL</th>
<th>SC Band</th>
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<td>COMMUNICATION FOR ACADEMIC PURPOSES A</td>
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<td>ACA5018</td>
<td>ENGLISH IN Spoken INTERACTION</td>
<td>12</td>
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<td>ACA5016</td>
<td>ENGLISH AS AN INTERNATIONAL LANGUAGE</td>
<td>12</td>
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<tr>
<td>ACA5008</td>
<td>COMMUNICATION FOR ACADEMIC PURPOSES B</td>
<td>12</td>
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<tr>
<td>ACG5200</td>
<td>APPROACHES TO RESEARCH</td>
<td>12</td>
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</table>

Admission Requirements
The admission requirement for the Graduate Diploma and Graduate Certificate courses is a three year first degree. At the discretion of the selection officer, students who satisfy requirements may be immediately offered a place in the Master of Arts program. Applicants who do not meet basic entry requirements may be considered on the basis of equivalence. Equivalence will usually be in the form of recognition of relevant work experience. Special consideration for admission will be given to students with disabilities

Progression
Progression to MA program from Graduate Diploma
Master of Arts - Option A
Successful completion of eight units of study (96 credit points) in AGCD
Master of Arts - Option B Approaches to Research
Successful completion of eight units of study (96 credit points) plus grade point average of H2A or above in at least four units of study and including successful completion of ACG5200 in AGCD.

GRADUATE CERTIFICATE IN COMMUNICATION
GRADUATE DIPLOMA IN COMMUNICATION
MASTER OF COMMUNICATION

Course Code ATCO, AGCO, AMCO

Campus All courses offered at City Flinders.

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

Students may choose (with course coordinator’s approval) a maximum of two units of study (Graduate Diploma) or four units of study (MComm) from relevant courses other than the postgraduate program in Communication.

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

Course Duration
Graduate Certificate in Communication
One semester full-time or one year part-time.
Graduate Diploma in Communication
One year full-time or two years part-time.

Master of Communication
One-and-a-half years full-time or three years part-time OR for international students only: Two years full-time with the addition of 48 further credit points incorporating the units of the ATEC Graduate Certificate in Professional English Communication

Course Requirements
To qualify for the award of Graduate Certificate in Communication, students must complete a total of 48 credit points. To qualify for the award of Graduate Diploma in Communication, students must complete a total of 96 credit points.
To qualify for the award of Master of Communication, students must complete a total of 144 credit points; OR
For International students taking the two year option, students must complete 192 credit points.

Master of Communication - Option A
Eight units of study with Distinction grades in at least four plus four additional standard units of study = 4x12 credit points. (Students may complete these units of study within one semester if full-time or two units of study per semester if part-time).

OR
Master of Communication - Option BEight units of study with Distinction grades in at least four plus ACG6015 Minor Thesis (full-time for one semester) = 48 credit points. OR ACG6020 Minor Thesis (part-time across two semesters) = 2x24 credit points.

OR
Master of Communication – Option C (Two-year option - international students only)

Masters of Communication Option A or B plus the four units of the ATEC Graduate Certificate in Professional English Communication

Course Structure

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name of the Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG5010</td>
<td>INTERNATIONAL COMUNICATION</td>
</tr>
<tr>
<td>ACG5050</td>
<td>COMMUNICATION ACROSS CULTURES</td>
</tr>
<tr>
<td>ACG5201</td>
<td>CYBERCULTURES, CYBERSELVES</td>
</tr>
<tr>
<td>ACG5205</td>
<td>MANAGING ORGANISATIONAL COMMUNICATION</td>
</tr>
<tr>
<td>ACG5206</td>
<td>CREATIVE WRITING</td>
</tr>
<tr>
<td>ACG5203</td>
<td>PRINT AND WEB JOURNALISM</td>
</tr>
<tr>
<td>ACG5204</td>
<td>RADIO FOR THE DIGITAL AGE</td>
</tr>
<tr>
<td>ACG5202</td>
<td>VIDEO AND DOCUMENTARY</td>
</tr>
<tr>
<td>ACG5209</td>
<td>MEDIA AND MEANING</td>
</tr>
<tr>
<td>ACG5206</td>
<td>PUBLIC HEALTH COMMUNICATION</td>
</tr>
<tr>
<td>ACG5207</td>
<td>CRISIS AND RISK COMMUNICATION</td>
</tr>
<tr>
<td>ACG5200</td>
<td>COMMUNICATION INTERNSHIP</td>
</tr>
</tbody>
</table>

(ACG5200 is required for admission to MComm by minor thesis Option B)
Students may also choose from the following Public Relations and Multimedia units:
### Course Objectives

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

### Course Duration

One semester full-time or part-time equivalent.

### Course Requirements

To pass the Graduate Certificate, students need to satisfactorily complete three units, of which two are AESOL studies tailored to the profession plus a double unit internship. Students need to demonstrate that they have acquired a high level of English language competence and workplace knowledge that will give them confidence in their future careers.

### Course Structure

**Year 1**

**Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>EFTSL</th>
<th>SC Band</th>
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</thead>
<tbody>
<tr>
<td>ACG5097</td>
<td>PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY</td>
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<tr>
<td>ACG5098</td>
<td>MANAGING PUBLIC RELATIONS CAMPAIGNS</td>
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<tr>
<td>ACG5099</td>
<td>PUBLIC RELATIONS WRITING</td>
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<tr>
<td>ACG5100</td>
<td>ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE</td>
<td>12</td>
<td>0.1250</td>
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<tr>
<td>ACM5001</td>
<td>WEB TECHNOLOGIES</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
</tr>
<tr>
<td>ACM5002</td>
<td>INTERACTIVE DESIGN FOR A GLOBAL WORLD</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
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<tr>
<td>ACM5003</td>
<td>DIGITAL AUDIO AND VIDEO PRODUCTION</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
</tr>
</tbody>
</table>

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

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<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>EFTSL</th>
<th>SC Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA5007</td>
<td>COMMUNICATION FOR ACADEMIC PURPOSES A</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
</tr>
<tr>
<td>ACA5018</td>
<td>ENGLISH IN SPoken INTERACTION</td>
<td>12</td>
<td>0.1250</td>
<td>2</td>
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<tr>
<td>ACA5016</td>
<td>ENGLISH AS AN INTERNATIONAL LANGUAGE</td>
<td>12</td>
<td>0.1250</td>
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<tr>
<td>ACA5008</td>
<td>COMMUNICATION FOR ACADEMIC PURPOSES B</td>
<td>12</td>
<td>0.1250</td>
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</table>

International students taking the Two-Year Master of Communication option will also undertake the following units:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ACG5001</td>
<td>PROFESSIONAL ENGLISH FOR NON-NATIVE SPEAKERS OF ENGLISH</td>
<td>0.1250</td>
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<tr>
<td>ACG5002</td>
<td>INTERACTING IN THE PROFESSIONAL WORKPLACE</td>
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<tr>
<td>ACG5003</td>
<td>PROFESSIONAL PRACTICE IN THE WORKPLACE</td>
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</tbody>
</table>

Only students who are eligible to continue to the MComm may take the following unit:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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<th>SC Band</th>
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<tr>
<td>AGC6015</td>
<td>MINOR THESIS (FULL-TIME)</td>
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<td>AGC6020</td>
<td>MINOR THESIS (PART-TIME)</td>
<td>24</td>
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</table>

### Admission Requirements

The admission requirement for the Graduate Diploma and Graduate Certificate courses is a three year first degree. At the discretion of the selection officer, students who satisfy requirements may be immediately offered a place in the Master of Communication program. Applicants who do not meet basic entry requirements may be considered on the basis of equivalence. Equivalence will usually be in the form of recognition of relevant work experience.

### Progression

**Progression to the MComm Program from Graduate Diploma**

- Master of Communication - Option A
  - Successful completion of eight units of study (96 credit points) with Distinction or above in at least four units of study.
- Master of Communication - Option B
  - Successful completion of eight units of study (96 credit points) with Distinction or above in at least four units of study and including successful completion of ACG5200 Approaches to Research.
- Master of Communication - Option C
  - Some as progression for Option A or Option B, depending upon choice of Option.
GRADUATE CERTIFICATE IN MULTIMEDIA (I)
GRADUATE DIPLOMA IN MULTIMEDIA (I)
MASTER OF ARTS IN MULTIMEDIA (I)

Course Code ATMM, AGMM, AMMM

Campus City Flinders

Introduction
The Master of Arts in Multimedia is a nested program incorporating the Graduate Certificate in Multimedia and the Graduate Diploma in Multimedia.

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

Course Structure
Graduate Certificate in Multimedia

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<td>WEB TECHNOLOGIES</td>
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<td>INTERACTIVE DESIGN FOR A GLOBAL WORLD</td>
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<td>DIGITAL AUDIO AND VIDEO PRODUCTION</td>
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Graduate Diploma in Multimedia

<table>
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<td>AGS5003</td>
<td>INTERDISCIPLINARY PROJECT</td>
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Elective 1 (from Communication or Business)

Master of Arts (Multimedia)

4 Core Units plus 4 Electives plus
Option A
4 additional Electives OR
Option B
Minor Thesis (part-time) OR
Minor Thesis (full-time)
OR
Option C
1 additional Elective
Plus Professional Project
Recommended Electives
Examples of Communication Electives

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<th>EFTSL</th>
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<tr>
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<td>PRINT AND WEB JOURNALISM</td>
<td>12</td>
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Examples of Business Electives

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</table>

Career Prospects
Students will be well prepared to work in both practical and theoretical areas of multimedia

Bachelor of Arts - Performance and Multimedia

Course Code HBPC

Course Objectives
For Continuing Students Only
The course aims to:

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

Course Duration

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

Course Structure

Year 1

Semester 1

<table>
<thead>
<tr>
<th>Credit Point</th>
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Semester 2

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Year 2

Semester 3

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Year 3

Semester 5

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Semester 6

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<td>ACT3025</td>
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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.

BACHELOR OF ARTS - PERFORMANCE STUDIES

Course Code HBPW

Introduction

Continuing Students Only

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

Course Objectives

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

Course Duration

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

Course Structure

Year 1

Semester 1

<table>
<thead>
<tr>
<th>Credit Point</th>
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<th>SC Band</th>
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Semester 2

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Year 2

Semester 3

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

Semester 4

<table>
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Year 3

Semester 5

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<td>ACT3027</td>
<td>THE BODY AND REPRESENTATION</td>
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Semester 6

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<td>GRADUATING SEMINAR ARCHIVE</td>
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</table>

Plus Graduating Seminar unit of study

Career Prospects

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.

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.

BACHELOR OF ARTS (HONOURS) - PERFORMANCE STUDIES

Course Code HHPW

Campus Footscray Park

Introduction

The Honours program is an advanced, specialist course that builds upon the Bachelor of Arts – Performance Studies or other undergraduate degrees. Candidates undertake a twelve-month program of full time study, monitored by regular meetings with a supervisor. The program requires presentation of either:

- a 10,000 — 15,000 word thesis
- a performance composition; or
- a combination of the two

Course Objectives

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

Course Duration

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

Course Requirements

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 a copy of appropriate documentation to the Honours Coordinator.

Career Prospects:

The honours program can provide a first stage towards a higher degree (Master’s or Doctorate) by research, either at Victoria University or elsewhere. Honours graduates have the skills to work in company or community performing groups; work in arts project management and initiate independent performance/research projects.
SCHOOL OF COMMUNICATION, CULTURE AND LANGUAGES

Course Structure

Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
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Semester 2

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<td>24</td>
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</table>

Students approved to undertake the Honours year on a part-time basis will normally be required to enrol in the unit of study AHP4022 Honours Project (part-time) over four semesters.

Admission Requirements

To qualify for admission to the course, applicants must have successfully completed the University’s Bachelor of Arts - Performance Studies, or equivalent, with a Credit (C) average and a Distinction (D) in units of study directly related to the intended discipline of Honours study.

Entry into the Honours course will normally occur not more than two years after the completion of the first degree.

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.

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 units of study in the Advanced English for Speakers of Other Languages major are:

Year 1

<table>
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Years 2 and 3

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</table>

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

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 will not be credited with first year. Students will enrol in the appropriate level after consulting with a lecturer.

To complete the 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 units of study available in the Japanese Major are:

<table>
<thead>
<tr>
<th>Course Code</th>
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<td>ACJ1002</td>
<td>JAPANESE 2</td>
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<td>JAPANESE 3</td>
<td>12</td>
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<td>ACJ2002</td>
<td>JAPANESE 4</td>
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<td>ACJ2091</td>
<td>JAPANESE CULTURE AND SOCIETY</td>
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<td>JAPANESE 5</td>
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<td>INTERNATIONAL STUDY</td>
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Literary Studies

The Literary Studies major is available to students at 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 (eg. Bachelor of Education). The Major incorporates both literature and cultural and literary theory and complements existing majors offered by the Faculty in the humanities (eg. 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 the Literary Studies major, students are required to complete eight units of study, including ACL1001 and ACL1002;

The units of study in the Literary Studies major are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit</th>
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<td>ACL1002</td>
<td>STUDYING POETRY AND POETICS</td>
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<td>GENDER AND GENRE IN SHORT FICTION</td>
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<td>ACL3016</td>
<td>WORKING CLASS WRITING</td>
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<td>ACX3002</td>
<td>SPECIAL PROJECT</td>
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</table>
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Credit Point  EFTSL  SC Band
ACL3014  WRITING SELVES  12 0.1250 1
ACL2006  TRANSITIONAL INDIGENOUS LITERATURE: ABORIGINAL, NATIVE NORTH AMERICAN AND MAORI WRITING  12 0.1250 1
ACL2007  ROMANCE AND REALISM  12 0.1250 1
ACP2080  WRITING AND READING PLACE  12 0.1250 1
ACL3007  RE-PRESENTING EMPIRE: LITERATURE AND POSTCOLONIALISM  12 0.1250 1

*Not all units are available in 2009.

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 units of study in the Media Studies major are:

Year 1
ACC1047  CULTURE AND COMMUNICATION  12 0.1250 1
ACC1048  MEDIA, CULTURE AND SOCIETY  12 0.1250 1

Years 2/3
ACC3045  VIDEO PRODUCTION  12 0.1250 1
ACC3006  MEDIA AUDIENCES  12 0.1250 1
ACC3046  COMMUNICATING WITH RADIO  12 0.1250 1
ACC3056  ADVANCED MEDIA PRODUCTION  12 0.1250 1
ACP3049  WRITING AND PRODUCING THE DOCUMENTARY  12 0.1250 1
ACP2078  PERFORMANCE WRITING  12 0.1250 1
ACC3056  ADVANCED MEDIA PRODUCTION  12 0.1250 1
ACC3062  FILM AND TELEVISION FORMATS  12 0.1250 1
ACK3002  SPECIAL PROJECT  12 0.1250 1
ACC1008  INTRODUCTION TO WEB PRODUCTION  12 0.1250 1
ACC2001  COMMUNICATION TECHNOLOGIES IN CONTEXT  12 0.1250 1
ACC3061  WORLD CINEMAS  12 0.1250 1

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 units of study:

Year 1
ACM1008  INTRODUCTION TO WEB PRODUCTION  12 0.1250 1
ACM1009  VISUAL DESIGN FOR DIGITAL MEDIA  12 0.1250 1
ACM1006  DIGITAL SOUND AND VIDEO  12 0.1250 1
ACM1007  ANIMATION  12 0.1250 1

Year 2
ACM2003  INTERACTIVE PROGRAMMING  12 0.1250 1
ACM2008  DYNAMIC WEB DEVELOPMENT  12 0.1250 1
ACM2007  INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION  12 0.1250 1

Year 3
ACM3003  DVD AND SCRIPT DEVELOPMENT  12 0.1250 1
ACY3004  CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS  12 0.1250 1
ACC3001  COMMUNICATION GRADUATING PROJECT  12 0.1250 1

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 units of study in the Organisational Studies major are:

Year 1
ACC1047  CULTURE AND COMMUNICATION  12 0.1250 1
ACC1048  MEDIA, CULTURE AND SOCIETY  12 0.1250 1
OR
ACP1053  INTRODUCTION TO CREATIVE WRITING  12 0.1250 1
ACP1054  INTRODUCTION TO MEDIA WRITING  12 0.1250 1
OR
APP1012  PSYCHOLOGY 1A  12 0.1250 1
APP1013  PSYCHOLOGY 1B  12 0.1250 1

Years 2/3 - Select six of the following organisational studies elective units

ACC3041  LANGUAGE AND SOCIETY  12 0.1250 1
ACC3047  COMMUNICATING IN ORGANISATIONS  12 0.1250 1
ACP2001  WEB JOURNALISM  12 0.1250 1
ACP2051  WRITING FOR PUBLIC RELATIONS AND ADVERTISING  12 0.1250 1
ACK3002  SPECIAL PROJECT  12 0.1250 1
ASC3095  CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES  12 0.1250 1
APP1015  ORGANISATIONAL SKILLS  12 0.1250 1
**SCHOOL OF COMMUNICATION, CULTURE AND LANGUAGES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>APP2024</td>
<td>ORGANISATIONAL SKILLS 2</td>
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<tr>
<td>APS2030</td>
<td>QUALITATIVE SOCIAL RESEARCH METHODS 1</td>
<td>12</td>
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<td>APS2040</td>
<td>QUANTITATIVE SOCIAL RESEARCH METHODS 1</td>
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<td>ASA2030</td>
<td>REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY</td>
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<td>ASA2033</td>
<td>MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS</td>
<td>12</td>
<td>0.1250</td>
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</tr>
</tbody>
</table>

**Professional Writing**

The Professional Writing major is designed for students interested in developing a range of writing and analytical skills that have broad application in fields where competence in written expression and an ability to relate forms of writing for the contexts in which they occur is essential. In later years students are able to specialise in specific areas of professional writing for the media, for public relations and advertising, writing for the organisations and creative writing. Throughout the major there is a balance between the practical development of writing skills in workshops and critical analysis and interpretation of writing, and its cultural contexts in tutorials and seminars. Graduates with this major will have valuable knowledge and skills for employment in writing-related professions such as: journalism, public relations, advertising, marketing, editing and publishing and technical writing, and also in more general information services such as writing and teaching.

In some cases additional graduate level coursework may be required and/or may assist in gaining employment (eg. Graduate Diplomas in Professional Writing, Journalism, Editing and Publishing, Public Relations, Marketing).*

To complete the Professional Writing major, students are required to complete 8 units of study, including ACP1053 and ACP2070 and at least two units of study designated as Year three level only.

The units of study in the Professional Writing major are:

**Year 1**

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

**Year 2**

- ACP2070 EDITING PRINCIPLES AND PRACTICE

Also select five of the following professional writing elective units in years 2 and 3:

**Years 2 or 3**

- ACP2001 WEB JOURNALISM
- ACP2067 GENDER AND GENRE IN SHORT FICTION
- ACP2078 PERFORMANCE WRITING
- ACP2079 PUBLISHING PRINCIPLES AND PRACTICE
- ACP2080 WRITING AND READING PLACE
- ACP2085 FICTION WRITING
- ACA3001 PROFESSIONAL WRITING IN SPORT
- ACL2050 CHILDREN’S TEXTS
- ACL3014 WRITING SELVES

**Year 3 only**

- ACP3049 WRITING AND PRODUCING THE DOCUMENTARY
- ACP3051 WRITING FOR PUBLIC RELATIONS AND ADVERTISING
- ACC3046 COMMUNICATING WITH RADIO

Additional units of study at Years 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.

**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, while increasing their understanding and appreciation of Spanish-speaking cultures. There are two different entry levels, one for absolute beginners, and another 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 unit of study. 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 ACS2005. Entry level depends on prior knowledge of the language.

**Year 1**

- ACS1081 BEGINNERS SPANISH A
- ACS1082 BEGINNERS SPANISH B

**Years 1/2**

- ACS2083 INTERMEDIATE SPANISH A
- ACS2084 INTERMEDIATE SPANISH B

**Years 2/3**

- ACS2005 CONSTRUCTION OF NATIONHOOD IN SPAIN AND LATIN AMERICA
- ACS3083 SPANISH IN BUSINESS AND INTERNATIONAL TRADE
- ACS3085 INTRODUCTION TO INTERPRETING AND TRANSLATION
- ACS3086 ADVANCED SPANISH TEXT AND CONTEXT
- ACS3087 LANDSCAPE, MEMORY AND IDENTITY IN LATIN AMERICAN LITERATURE
- ACS3088 CINEMA IN SPAIN AND LATIN AMERICA
- ACX2001 INTERNATIONAL STUDY

**Year 3**

- ACS3002 SPECIAL PROJECT

- To complete the major a student must successfully complete eight units, including ACS2005 and ACS3086. Entry level depends on prior knowledge of the language.
- ACS3088, Cinema in Spain and Latin America, and ACS2005, Construction of Nationhood in Spain and Latin America, are offered in English and are open to all students who wish to take these units, as they have no pre-requisites.

* Subject areas are subject to change and may contain minor variations.

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FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

- ACT2001 is a cross language unit for use when students are on approved exchange or study tour overseas. Students must seek approval from Discipline Coordinator.
- ACT3002 is cross-listed with the other Language majors (Chinese, Japanese and Vietnamese) and the AESOL major in the Bachelor of Arts degrees – ABHC and ABXM.
- To complete the Graduate Diploma in Modern Languages (Spanish), a student must successfully complete eight subjects, including the compulsory units ACS2005 and ACS3006. Entry level depends on prior knowledge of the language

Vietnamese

The Vietnamese Language and Culture program offers various units of study 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 sub major or as a single or complementary unit of study. It is also offered within the Graduate Diploma in Modern Languages (Vietnamese) and as part of an Honours program or a postgraduate degree.

The unit of study in the Vietnamese Language and Culture Program are:

### Year 1

<table>
<thead>
<tr>
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<tr>
<td>ACV1001</td>
<td>BASIC VIETNAMESE A</td>
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</tr>
<tr>
<td>ACV1002</td>
<td>BASIC VIETNAMESE B</td>
<td>12</td>
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<td>1</td>
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</tbody>
</table>

### Years 2/3

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACV2001</td>
<td>INTERMEDIATE VIETNAMESE A</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
</tr>
<tr>
<td>ACV2002</td>
<td>INTERMEDIATE VIETNAMESE B</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
</tr>
<tr>
<td>ACV3001</td>
<td>VIETNAMESE CULTURE AND SOCIETY</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
</tr>
<tr>
<td>ACV3002</td>
<td>VIETNAM: GLOBALISATION, DIASPORA AND IDENTITY</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
</tr>
<tr>
<td>ACV3003</td>
<td>VIETNAMESE FOR BUSINESS</td>
<td>12</td>
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<td>1</td>
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<tr>
<td>ACV3002</td>
<td>VIETNAMESE FILM AND MEDIA</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
</tr>
<tr>
<td>ACV3031</td>
<td>SURVEY OF VIETNAMESE LITERATURE</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
</tr>
<tr>
<td>ACV3032</td>
<td>SPECIAL TOPICS IN VIETNAMESE LITERATURE</td>
<td>12</td>
<td>0.1250</td>
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</tr>
</tbody>
</table>

*ACV3011 Vietnamese for Business and ACV3022 Vietnamese Film and Media will not be offered in 2009.*

ACV3031 Survey of Vietnamese Literature and ACV3032 Special Topics in Vietnamese Literature will be offered in their place.

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

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

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 unit of study can enrol in any of the above units of study after consulting with the lecturer.

Students who wish to major in Vietnamese should complete eight semester-length units of study, starting from any level as appropriate.

A minimum of eight units of study will normally be offered each academic year.

### Vietnam Study Tour

A three-week study tour in Vietnam is organised 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.

### Visual Art

The Visual Art major aims to develop appropriate theoretical frameworks and studio skills with a focus on contemporary art practice and writing informed by relevant art historical contexts. Students will develop a practical understanding of creative production methodologies across media and disciplines in both analogue and digital formats and conceive, implement and evaluate artworks and related writings for a standard commensurate with a professional gallery exhibition or equivalent public outcome. Students will gain the knowledge and experience to make rigorous critical analysis and interpretation of works of art and will be encouraged to experiment and innovate within their emerging individual visual and conceptual artistic language across visual art disciplines.

The units of study in the Visual Art major are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACF1003</td>
<td>LIFE DRAWING</td>
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<tr>
<td>ACF1004</td>
<td>DRAWING AND PAINTING</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
</tr>
<tr>
<td>ACF2001</td>
<td>INTRODUCTION TO DIGITAL ART</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
</tr>
<tr>
<td>ACF2002</td>
<td>AESTHETICS AND ART CRITICISM</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
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<tr>
<td>ACF2003</td>
<td>STILL LIFE PROJECTS</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
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<tr>
<td>ACF2004</td>
<td>INTERDISCIPLINARY PRACTICE</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
</tr>
<tr>
<td>ACF3001</td>
<td>THE DIGITAL ART PUBLICATION</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
</tr>
<tr>
<td>ACF3002</td>
<td>INSTALLATION ART</td>
<td>12</td>
<td>0.1250</td>
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</tr>
</tbody>
</table>

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

Victoria University reserves the right to discontinue or vary courses or units at any time without notice.

### Performance Studies

The Performance Studies major provides a foundation in the practice and theory of contemporary dance and drama concentrating on the production and analysis of innovative, cross-disciplinary performance. It aims to produce autonomous thinkers, makers and performers who can combine both discursive and bodily practices. Students will develop skills in composition and the making of new work through studio based practice focusing on improvisation, voice and movement. Studio practice is linked throughout to consideration of the social, political and cultural relevance of performance in contemporary society, developing student skills in critical analysis and performance research techniques.

The units of study in the Performance Studies major are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT1001</td>
<td>GROUND, SELF AND OTHERS: EMBODIED ETHICS</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
</tr>
<tr>
<td>ACT1002</td>
<td>PERFORMANCE (RE)MAKING</td>
<td>12</td>
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<td>1</td>
</tr>
<tr>
<td>ACT2001</td>
<td>PERFORMANCE: SELF</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
</tr>
<tr>
<td>ACT2002</td>
<td>CRITICAL PRACTICE A</td>
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<td>1</td>
</tr>
<tr>
<td>ACT2003</td>
<td>PERFORMANCE: OTHERS</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
</tr>
<tr>
<td>ACT2004</td>
<td>CRITICAL PRACTICE B</td>
<td>12</td>
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</tbody>
</table>

Plus two of the following units of study:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ACT2005</td>
<td>PERFORMANCE STUDIO A</td>
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<tr>
<td>ACT2006</td>
<td>PERFORMANCE STUDIO B</td>
<td>12</td>
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</tbody>
</table>
The Chinese Language and Studies program comprises 12 units of study at all levels of proficiency, catering for students from complete beginners to native speakers. These units can be taken as a three-year major or a two-year sub-major 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. Students can also take these units as electives, which can be credited towards a degree in any discipline area. Those who just wish to learn Chinese without necessarily enrolling in a degree course can also do the units as “non award students”. The units are also available to students who wish to study Chinese as part of their fourth year Honours program or as a Graduate Diploma in Modern Languages. The Chinese program aims to develop students’ language and communication skills and enhance their socio-cultural awareness. Upon completion of the Chinese Major, students should achieve a medium to advanced level of oral and written competence and an understanding of Chinese society and culture. They will also be equipped with language learning strategies and practical skills, e.g., Chinese word-processing and dictionary consultation skills, which will enable further self-directed study. Relevant socio-cultural components are integrated in all the language units while specific aspects are explored in greater details in the Chinese studies units.

Note
To complete the Chinese Major, students are required to complete eight units of study, including ACZ2001 and ACZ2002. The six Chinese language units ACZ2001 to ACZ2002 are sequential. ACZ2001 Chinese 1A is for complete beginners. ACZ2001 Chinese 2A is normally the entry level for Post-VCE students; but those 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 unit of study. Students who have completed Chinese at Year 12 level or who are native speakers normally will not be credited with first year units.

ACZ2001 Chinese People and Beliefs and ACZ2002 Chinese Calligraphy are delivered in English (i.e. no prior knowledge of the Chinese language is required), therefore all VU students can choose to do them as electives. For continuing Major students of Chinese they are compulsory units.

The other four study units, ACZ2002 to ACZ2003, are offered in a two-year cycle, i.e., a minimum of two of the four will normally be offered in each academic year, subject to student demand. They are for native speakers or those who have successfully completed ACZ2002 or equivalent.

Normally ACZ2001 Chinese 1A and ACZ2001 Business Chinese are offered in the Winter Semester each academic year depending on staff availability as well as student demand. VU Study Tour to China is organised in late November each year to provide students of Chinese with an in-country learning opportunity in an ideal language environment. It is an intensive short course in Chinese language, society and culture, and can be credited towards a degree. Scholarships and travel grants are available for application.

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

Year 1
Semester 1
<table>
<thead>
<tr>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACZ2001</td>
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</tr>
<tr>
<td>ACZ2002</td>
<td>12</td>
<td>0.1250</td>
</tr>
<tr>
<td>ACZ2003</td>
<td>12</td>
<td>0.1250</td>
</tr>
<tr>
<td>ACZ2004</td>
<td>12</td>
<td>0.1250</td>
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<tr>
<td>ACZ2005</td>
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<td>0.1250</td>
</tr>
<tr>
<td>ACZ2006</td>
<td>12</td>
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Years 2 and 3
<table>
<thead>
<tr>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACZ2007</td>
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</tr>
<tr>
<td>ACZ2008</td>
<td>12</td>
<td>0.1250</td>
</tr>
</tbody>
</table>

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 units of study in the Communication Studies major are:

Year 1
Semester 1
<table>
<thead>
<tr>
<th>Credit Point</th>
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<tr>
<td>ACC1001</td>
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</tr>
<tr>
<td>ACC1002</td>
<td>12</td>
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</tbody>
</table>

And then select 6 further communication studies elective units from the lists below:

Years 2 or 3
<table>
<thead>
<tr>
<th>Credit Point</th>
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<th>SC Band</th>
</tr>
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<tbody>
<tr>
<td>ACC2001</td>
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<tr>
<td>ACC2002</td>
<td>12</td>
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<tr>
<td>ACC2003</td>
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<td>0.1250</td>
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<tr>
<td>ACC2004</td>
<td>12</td>
<td>0.1250</td>
</tr>
<tr>
<td>ACC2005</td>
<td>12</td>
<td>0.1250</td>
</tr>
<tr>
<td>ACC2006</td>
<td>12</td>
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</tbody>
</table>

SCHOOL OF COMMUNICATION, CULTURE AND LANGUAGES
ACC3047 COMMUNICATING IN ORGANISATIONS 12 0.1250 1
ACC3052 COMMUNICATION AND CULTURAL DIVERSITY 12 0.1250 1
ACC3061 WORLD CINEMAS 12 0.1250 1
ACC3062 FILM AND TELEVISION FORMATS 12 0.1250 1
ACP2078 PERFORMANCE WRITING 12 0.1250 1
ACP3049 WRITING AND PRODUCING THE DOCUMENTARY 12 0.1250 1
ACP3002 SPECIAL PROJECT 12 0.1250 1

Year 3 only

ACC3056 ADVANCED MEDIA PRODUCTION 12 0.1250 1
ACW3019 GENDER, SCREEN, IDENTITY 12 0.1250 1

Students from other majors or courses wishing to undertake Communication Studies units of study 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 units of study. There is also an emphasis on the development of self-directed learning and group work.

Year 1

ACW1020 SEX AND GENDER 12 0.1250 1
ACW1021 FASHIONING GENDER 12 0.1250 1

Years 2/3

ACW3025 KNOWING BODIES 12 0.1250 1
ACW3023 GENDER CROSS-CULTURALLY 12 0.1250 1
ACP2067 GENDER AND GENRE IN SHORT FICTION 12 0.1250 1
ACW2022 RESEARCHING GENDERED LIVES 12 0.1250 1
ACW3024 VARIETIES OF FEMINIST THOUGHT 12 0.1250 1
ACU2007 LOVE, SEXUALITY AND SUBJECTIVITY 12 0.1250 1
ACW3022 RETHINKING THE FAMILY 12 0.1250 1
ACW2021 GENDER ON THE AGENDA 12 0.1250 1

Year 3

ACW3019 GENDER, SCREEN, IDENTITY 12 0.1250 1
ACP3002 SPECIAL PROJECT 12 0.1250 1

*Not all units of study are available each year.

ACW1020 Sex and Gender and ACW1021 Fashioning Gender are compulsory units.

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.

BACHELOR OF MUSIC (PERFORMANCE)

Course Code UBMC

Campus Sunbury

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

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

Course Duration
The course is offered over two years on a full-time basis. Entry into the course requires the successful completion of a nationally recognised Diploma (or equivalent) in the appropriate field of study.

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

Course Structure
Year 1
Completion of nationally recognised Diploma (or equivalent) in the appropriate field of study (see above)
Year 2
Semester 1

<table>
<thead>
<tr>
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Year 2
Semester 2

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Career Prospects
Graduates may gain employment in diverse fields involving the knowledge and practice of music performance/composition, including:

- Music performance and composition in a wide range of industry contexts;
- Music arranging/copying;
- Music for film/TV/multimedia;
- Music direction and production;
- Instrumental music teaching.

The course includes skills that are transferable to a wider range of emerging employment contexts, including music business administration, digital music distribution and music education.

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

BACHELOR OF MUSIC (TECHNOLOGY)
Course Code UBMT

Campus Sunbury

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

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

Course Duration
The course is offered over two years on a full-time or part-time basis. Entry into the course requires the successful completion of a nationally recognised Diploma (or equivalent) in the appropriate field of study.

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

Course Structure

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

Year 2

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Year 3

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Career Prospects
- Graduates may gain employment in diverse fields involving the knowledge and practice of music technology, including: Music and audio production in a wide range of contexts;
- Music composition;
- Broadcast audio;
- Acoustics consultancy;
- Audio post-production/multimedia.

The course includes skills that are transferable to a wider range of emerging employment contexts, including music business administration, digital music distribution and music education.

Admission Requirements
Entry into the course requires the successful completion of a nationally recognised Diploma (or equivalent) in the appropriate field of study.
A subject is a unit of study that focuses on a specific area of knowledge or skill. The document you provided includes information about subjects offered by the School of Communication, Culture and Languages. Here is the information in a more natural, readable format:

### ACA1001 INTRODUCTION TO WRITING
**Campus:** Sunbury.

- **Prerequisite(s):** Nil
- **Content:** This unit of study aims, in the first instance, to develop students' knowledge of the craft of writing in the context of sporting organisations. Particular emphasis is placed on the relationship between styles of organisational writing and their impact on communication processes in an organisational setting. Students will examine strategies of writing using a process approach, and develop competence in the writing of letters, memos, press releases, submissions, reports and proposals. Syntax, grammar and style will be evaluated in relation to specific considerations of the audience and the purpose in writing. The second part of the unit will develop competence in, and knowledge of, the forms of writing for the media, with special emphasis on sports writing.

- **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 workshop.

#### Assessment
Major assignment 40%; Seminar paper 30%; Folio 30%.

### ACA1005 COMMUNICATION FOR ACADEMIC PURPOSES A
**Campus:** Footscray Park.

- **Prerequisite(s):** Entry to this unit of study will normally be open to students who fulfil the following criteria: have gained general entry to the BA; English is not their first language, the major part of their formal schooling has not been conducted in the English language.
- **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 analysis, synthesis,reviewing and sequencing of material will be taught within oral and written contexts. The unit focuses on the systematic study of English structures and their communicative functions within a range of text types. English phonetics and phonology are included. The unit of study is built around specific themes focusing on society and culture in Australia. It employs a topic approach incorporating a variety of skills together with language proficiency.

- **Recommended Reading:** To be advised by lecturer.

#### Class Contact
Two two-hour workshops.

#### Assessment
Major assignment 40%; Seminar paper 30%; Folio 30%.

### ACA2005 WRITTEN GENRES AND CRITICAL LITERACY
**Campus:** Footscray Park.

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

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

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

#### Class Contact
One one-hour lecture per week and two hours of workshops per week.

#### Assessment
Critical reflective diary 20%; Class presentation 20%; Major analytical essay 30%; Exam 30%.

### ACA2006 ENGLISH AS AN INTERNATIONAL LANGUAGE
**Campus:** Footscray Park.

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

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

- **Required Reading:** ACA2006 Book of Readings.
- **Recommended Reading:** Crystal, D 1997, English as a global language, Cambridge University Press.

#### Class Contact
Two two-hour workshops.

#### Assessment
Major assignment 20%; Synthesis 15%; Analytical essay 20%; Oral presentation 15%; Final exam 30%.

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

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

**ACA2008 ENGLISH IN SPOKEN INTERACTION**
Campus Footscray Park.

**Prerequisite(s)** Normally first year of the AESOL major or equivalent level of language proficiency.

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

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

**Required Reading** University bookshop.

**Recommended Reading**

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

**Assessment** Assessment will be based on a series of theoretical and practical tasks. Two written transcriptions and an oral delivery of one of them 30%; Two oral presentations 40%; A conversation analysis of an interaction of the students’ choice 30%.

**ACA2009 SPORTS MAGAZINE PRODUCTION**
Campus Sunbury.

**Prerequisite(s)** ACA2007 Electronic Publishing and Editing; ACA3001 Professional Sport Writing; or equivalent.

**Content** This unit of study will cover all aspects of the small magazine production process including copy editing, cover design and final production and distribution. Students will be required to produce a small sports magazine of professional quality.

**Required Reading** All of the required readings are available in a pack from the University bookshop.

**Recommended 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/workshop.

**Assessment** Class activities 30%; Magazine production 50%; Sport magazine case study 20%.

**ACA2010 ENGLISH IN THE AUSTRALIAN MEDIA**
Campus Footscray Park.

**Prerequisite(s)** Nil.

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

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


**Recommended Reading** To be advised by lecturer.

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

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

**ACA3001 PROFESSIONAL WRITING IN SPORT**
Campus Sunbury.

**Prerequisite(s)** ACA1001 Introduction to Writing.

**Content** This unit of study is designed to further develop students’ professional writing skills, with a special emphasis on sport. The unit contains three modules – sports journalism, writing for public relations and promotion – and builds on skills gained in introduction to Writing. The unit examines some theoretical, social and commercial aspects of sport, public relations and promotion. Students will have the opportunity to analyse the professional writing skills involved, and to develop their own sport writing skills.

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

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

**Recommended Reading**

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

**Assessment** Media release 25%; Critique 35%; Writing project 40%.

**ACA3004 ASPECTS OF LANGUAGE: STRUCTURE AND USE**
Campus Footscray Park.

**Prerequisite(s)** ACA5001 Foundations of Language

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

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


**Class Contact** Three-hour seminar per week.

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

**ACA5001 FOUNDATIONS OF LANGUAGE**
Campus Footscray Park.

**Prerequisite(s)** Nil.
Content This unit of study 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.

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

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 workshop.

Assessment Class assignment (500 words) 10%; Class assignment of 1000 words 20%; Written assignment (1000-1500) words 35%; Written assignment (1500 words) 35%.

AC5005 ASPECTS OF LANGUAGE: STRUCTURE AND 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 unit of study students will intensively exercise their oral and written skills while gaining a greater critical insight into the nature of language structure, conventions and processes on which those skills are ultimately based. Building on the textual analysis skills built up in earlier units, the unit will, at the same time, develop an arsenal of concepts underpinning the study of varieties of English.

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

Required Reading To be advised by lecturer.
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%.

AC5007 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: 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 unit of study focuses on the systematic study of English structures and their communicative functions within a range of text types. English phonetics and phonology is included. The unit is built around specific themes focusing on society and culture in Australia: it employs a topic approach incorporating a variety of skills together with language proficiency.

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

Recommended Reading To be advised by lecturer.
Class Contact Two two-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%.

AC5008 COMMUNICATION FOR ACADEMIC PURPOSES B

Campus Footscray Park.
Prerequisite(s) Nil.

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

• Learning Outcomes On successful completion of this unit, students are expected to be able to: Interpret information in English from a variety of forms and produce appropriate written and oral pieces;
• Produce different forms of writing: informative, persuasive and argumentative essays.

Recommended Reading To be provided by lecturer.
Class Contact Two two-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%.

AC5015 WRITTEN GENRES AND CRITICAL LITERACY

Campus Footscray Park.
Prerequisite(s) Nil.

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

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

Required Reading To be advised by lecturer.
Class Contact One 2.5-hour seminar 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%.
AC5016 ENGLISH AS AN INTERNATIONAL LANGUAGE
Campus Footscray Park.

Prerequisite(s) Nil.

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

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

Required Reading To be advised by lecturer.


Class Contact One 2.5-hour seminar per week.

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

AC5017 ENGLISH IN THE AUSTRALIAN MEDIA
Campus Footscray Park.

Prerequisite(s) Nil.

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

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


Class Contact One 2.5-hour seminar.

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

AC5018 ENGLISH IN SPOKEN INTERACTION
Campus Footscray Park.

Prerequisite(s) Normally first year of the AESOL major or equivalent level of language proficiency.

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

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

Required Reading To be advised by lecturer.


Class Contact One 2.5-hour seminar per week.

Assessment Assessment will be based on a series of theoretical and practical tasks. Two written transcriptions and an oral delivery of one of them 30%; Two oral presentations 40%; A detailed conversation analysis of an interaction of the student’s choice 30%.

ACC1047 CULTURE AND COMMUNICATION
Campus Footscray Park and 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 globalising world and cross-cultural influences. The unit reflects on the way communication is changing and reshaping contemporary Australia. Areas to be explored include: global culture; non-verbal communication; language and gender; fashion as communication; story-telling and everyday life; communication with dreams; computer-mediated communication; cyber activism; communication in consumer culture.

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

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%.

ACC1048 MEDIA, CULTURE AND SOCIETY
Campus Footscray Park and St Albans.

Prerequisite(s) Nil.

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

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

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 Written assignments 60%; Final examination 40%.

ACC2001 COMMUNICATION TECHNOLOGIES IN CONTEXT
Campus St Albans.

Prerequisite(s) ACC1047 Culture and Communication and ACC1048 Media, Culture and Society. Corequisite(s) Nil.
This unit of study introduces students to the main communication, cultural and social changes through the optic of some recent developments and theories in communication, cultural and social analysis. In particular, the unit focuses on debates relating to postmodernism and the emergence of the Information, Knowledge and Network society and their interlinking to the global Information and Communication Technologies (ICTs). The unit introduces students to the changing and dynamic forms of digital communication and culture as well as the emerging global culture. Students are expected to develop a critical understanding of the debates and analyses of contemporary issues focusing on the important and widespread role and impacts of the digital communication revolution on various fields.

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

Required reading To be advised by the lecturer.

**ACC2005 DIGITAL CULTURE AND COMMUNICATION**

**Campus** Footscray Park.

**Prerequisite(s)** Nil.

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

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

Required reading To be advised by the lecturer.

**Recommended Reading**

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

**Assessment**
- Essay 30%;
- Seminar Project Paper 50%;
- Film analysis 20%.

**ACC2045 AUDIO PRODUCTION**

**Campus** Malaysia (Sunway University College).

**Content** This unit of study is only available to overseas students enrolled in the Bachelor of Multimedia Systems, Sunway University College.

**ACC3001 COMMUNICATION GRADUATING PROJECT 1**

**Campus** St Albans.

**Prerequisite(s)** Completion of years one and two of the Bachelor of Communication.

**Corequisite(s) Usually ACY3004 Career Development for Communication Professionals.**

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

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

**Required Reading**

**Recommended Reading**

**Class Contact** Two hours per week for one semester comprising one two-hour workshop or equivalent.
Assessment Specialised industry context report (written and oral presentation/workshop) 15%; Blog participation and journal 20%; Concept pitch (oral presentation) 15%; Project documentation (this will vary depending upon the project and specialisation) 50%. (Equivalent to 3000 words).

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

ACC3002 COMMUNICATION GRADUATING PROJECT 2
Campus St Albans.
Prerequisite(s) Usually ACC3001 Communication Graduating Project 1.
Corequisite(s) Nil.

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

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

• Manage the challenges encountered during a project, in particular those relating to time lines, technical matters, human resources and budgets;
• Work successfully in interdisciplinary teams to bring a project to completion;
• Present and advocate a professional project result.

Required Reading Communication Graduating Project Manual and Reader.

Recommended Reading To be advised.

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

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

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

ACC3003 ETHICAL AND LEGAL ISSUES IN COMMUNICATION
Campus St Albans.
Prerequisite(s) Usually ACC1047 Culture and Communication and ACC1048 Media, Culture and Society.

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

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

• Identify a range of ethical and legal issues confronting professional communicators;
• Identify and evaluate the use of different ethical strategies in communication environments;
• Describe core legal parameters in a range of communication industries;
• Explain key regulatory frameworks governing communication in Australia and internationally;
• Apply analytical skills and argumentation to specific case studies.

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


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

ACC3006 MEDIA AUDIENCES
Campus Footscray Park and St Albans.
Prerequisite(s) ACC1047 Culture and Communication; ACC1048 Media Culture and Society; OR other media studies focused units of study.

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

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

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

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.

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

ACC3004 LANGUAGE AND SOCIETY
Campus Footscray Park and St Albans.
Prerequisite(s) Normally ACC1047 Culture and Communication.

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

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

• Conduct research in the light of ethical concerns;
• Communicate with peers on complex topics in informal settings;
• Synthesise moderately complex material and write in an essay or research project format at a level approximating employment entry level with guidance;
• Follow complex instructions and manage time with minimal guidance;
• Apply and evaluate strategies relating to issues of social and cultural diversity in tasks and projects, seeking information where necessary.

Required Reading Unit of Study Book of Readings.

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

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

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 unit of study 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 multi-camera production techniques. This unit of study has a $50 materials charge.

Learning Outcomes On successful completion of this unit, students will be able to:
- Explain some theoretical aspects of video and television production and its industrial context;
- Apply the necessary skills to plan and construct simple video films;
- Apply a range of basic technical skills involved in single and multi-camera video production;
- Develop appropriate scriptwriting and pre-production skills;
- Identify the ethical and the aesthetic dimensions of video and television production.


Class Contact Three hours per week for one semester comprising one one-hour lecture/screening and one two-hour workshop and three hours of mixed-mode.

Assessment Short exercise 10%; Group video productions 70%; Critiques 20%.

ACC3046 COMMUNICATING WITH RADIO
Campus St Albans.
Prerequisite(s) To be eligible for this unit of study, 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 is on spoken-word radio with a specific focus on interviewing and ‘magazine’ formats. Production work will include field interviewing with portable equipment, studio work, writing for radio, editing, elementary sound mixing and voice performance. If done to an adequate standard, production exercises can be broadcast on local community radio stations and/or RVU, the University web structure and radio station. Students are advised that the work required is substantial, with continuous assessment and deadlines for work submissions throughout the semester. This unit of study has a $50 materials charge.

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

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%.

ACC3047 COMMUNICATING IN ORGANISATIONS
Campus Footscray Park and St Albans.
Prerequisite(s) Normally, ACC1047 Culture and Communication and ACC1048 Media Culture and Society.

Content This unit of study includes a range of topics dealing with the ways in which communication works in organisational contexts including business, government and community settings. Focus is on the way organisational and workplace structures and cultures have been changing and the central place of communication in these environments. Topics to be examined include: interpersonal and group communication; hierarchies and communication; cross-cultural and gendered communication in workplace settings; team building and networking; the dynamics of leadership; negotiation skills and conflict management; impacts of digital communication via intranets and the internet; organisational culture; new forms of organisation and work.

Learning Outcomes On successful completion of this unit, students are expected to be able to:
- Explain the importance of good communication practices in business and other organisational settings;
- Describe some influential theories and relevant research methods in the field of organisational communication;
- Explain the impact of new communication technologies in the workplace;
- Identify and document principles arising from particular cases or situations;
- Present ideas related to organisational communication and lead productive discussion.

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

Recommended Reading Miller, K 2006, Organisational communication: approaches and processes, Thomson/Wadsworth, Belmont.

Class Contact Two hours per week for one semester.

Assessment Study folio 60%; Research essay 40% (3000 words in total).

ACC3052 COMMUNICATION AND CULTURAL DIVERSITY
Campus Footscray Park and St Albans.
Prerequisite(s) Normally ACC1047 Culture and Communication; and ACC1048 Media, Culture and Society.

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

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

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%.

ACC3056 ADVANCED MEDIA PRODUCTION
Campus St Albans.
Prerequisite(s) ACC3045 Video Production and/or ACC3046 Communicating with Radio.

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

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

Recommended Reading To be advised by lecturer.

Class Contact Two-hour seminar each week.

Assessment Written commentary 40%; Final production 60%.

ACC3061 WORLD CINEMAS
Campus Footscray Park and St Albans.
Prerequisite(s) ACC1047 Culture and Communication and ACC1048 Media, Culture and Society.

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

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

Recommended Reading

ACE1145 CSM ENGLISH LANGUAGE AND COMMUNICATION
Campus Footscray Park.
Prerequisite(s) Nil.
Content The skills of listening, speaking, reading and writing will be taught in this unit of study within the context of computing and mathematics. Basic grammar structures and writing conventions will be presented in this unit. Skills taught will enable students to develop the ability to take notes, summarise, synthesise, research and reference. This will culminate in the research and writing of a correctly referenced report. Reading and listening comprehension will be enhanced through practice exercises. Oral skills will be developed through small group work and formal oral presentations.

Learning Outcomes
On successful completion of this unit, students will be able to:
- Apply the four skills of language study in reading, speaking, writing, and listening, in a manner appropriate for university study;
- Understand the requirements of academic writing;
- Produce a written summary, synthesis and referenced report;
- Deliver short oral presentations;
- Listen to spoken English interaction.

Required Reading

ACE1911 COMMUNICATIONS FOR THE PROF SCIENTIST 1
Campus St Albans.
Prerequisite(s) Nil.
Content A series of lectures and workshops will provide students with an introduction to communication theory and professional practice. This unit will cover the written communication skills of summarising, synthesising, note-taking, report and essay writing, researching and referencing. Students will be encouraged to develop self-editing skills and oral presentation techniques such as debating, formal, impromptu presentations and small group presentations will be developed. Students will be encouraged to focus on the holistic nature of the communication process. Context specific materials about sustainability and ecology will be delivered through lectures, videos and seminars.

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

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

ACE1912 COMMUNICATIONS FOR THE PROF SCIENTIST 2
Campus St Albans.
Prerequisite(s) Nil.
Content This unit of study is made up of a series of lectures and workshops that develop and build upon the communication and professional skills acquired in Communications for the Professional Scientist 1. The writing of a group industry report, writing professional applications, preparing for and role-playing interviews and extending oral presentation skills will be included. Small group interaction and meeting procedures will also be covered in this unit.

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

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

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

Class Contact
Four hours per week for one semester, comprising two hours of lectures and two hours of workshops.

Assessment
Synthesis 10%; Essay (1500 words) 40%; Oral presentation 20%; Exam 30%.
ACE1913 PROFESSIONAL COMMUNICATION
Campus Werribee.
Prerequisite(s) Nil.
Content Context specific materials from the world of science will be used to develop the written communications skills of summarising, synthesising, note-taking, report and essay writing, researching and referencing. Students in this unit will be encouraged to develop self-editing skills. Oral presentation techniques such as debating, formal and impromptu presentations and small group presentations will be developed.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate improved academic and professional written and oral skills.
- Required Reading Handbook of communication skills for first year students 2006, in the Faculty of Health, Engineering and Science, Victoria University.
- Recommended Reading Mohan, T (et al) 2004, Communicating as professionals, Thomson, Southbank.
- Class Contact Two hours per week for one semester.
- Assessment Synthesis 10%; Essay (1500 words) 40%; Oral presentations 20%; Exam 30%.

ACE3010 WRITTEN AND ORAL COMMUNICATION 3
Campus Werribee.
Prerequisite(s) ACE1913 professional Communication.
Content This unit of study develops and builds upon language and research skills acquired in ACE1913. Students are introduced to skills relating to preparation for employment, including written applications and interview techniques. Students are also required to research and present a written industry report. The report is also presented orally in a formal setting to an audience of staff and students.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate improved academic and professional written and oral skills.
- Required Reading Handbook of communication skills for first year students 2006, in the Faculty of Health, Engineering and Science, Victoria University.
- Recommended Reading Mohan, T (et al) 2004, Communicating as professionals, Thomson, Southbank.
- Class Contact One hour per week for two semesters.
- Assessment Written application 20%; Interviews 20%; Report 40%; Oral presentation 20%.

ACE3020 WRITTEN AND ORAL COMMUNICATION 3 (PART-TIME)
Campus Werribee.
Prerequisite(s) ACE1913 Professional Communication.
Content This unit of study develops and builds upon language and research skills acquired in ACE1913. Students are introduced to skills relating to preparation for employment, including written applications and interview techniques. Students are also required to research and present a written industry report. The report is also presented orally in a formal setting to an audience of staff and students.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate improved academic and professional written and oral skills.
- Required Reading Handbook of communication skills for first year students 2006, in the Faculty of Health, Engineering and Science, Victoria University.
- Recommended Reading Mohan, T (et al) 2004, Communicating as professionals, Thomson, Southbank.
- Class Contact One hour per week for two semesters.
- Assessment Written application 20%; Interviews 20%; Report 40%; Oral presentation 20%.

ACE3145 CSM PROFESSIONAL COMMUNICATION
Campus Footscray Park, Sydney, Malaysia and Hong Kong.
Prerequisite(s) ACE1145 CSM English language and communication or Year 12 English or competence in English.
Content The students’ ability as a competent communicator in the IT industry will be developed through a series of lectures and workshops. Perspectives on professional and organisational communication, as well as oral and written skills for the IT professional will form the basis of the lecture content. The writing of a group project report, writing professional applications, preparing for and role-playing interviews and developing oral presentation skills will be included in the workshops.

- Learning Outcomes On successful completion of this unit, students will be able to: Use written and oral skills to an appropriate academic and professional level;
- Better understand the complexity of the communication process;
- Acquaint themselves with the diverse requirements of the professional workplace;
- Write employment applications;
- Demonstrate their oral skills and interview techniques.
- Required Reading Simblet, S & Davis, J 2001, Anatomy for the artist, DK, US.
- Class Contact Four hours per week for one semester comprising one one-hour lecture and one three-hour workshop.
- Assessment Mid-semester folio (16 working life drawings) 30%; Final folio presentation (eight resolved life drawings and presentation - equivalent word length 700 words) 50%; Studio project participation and practices 20%.

ACF1003 LIFE DRAWING
Campus St Albans
Prerequisite(s) Nil.
Content This unit is an intensive series of traditional studio-based classes in which students develop skills in drawing and painting from the human figure using a range of media. Working from nude-male and nude-female models, students will acquire proficiency in observational visual techniques and languages. Practical studio projects will develop the skills of life drawing including the ability to: accurately depict the normal proportions of the human body, understand the underlying skeletal and muscular structure, and control the placement of the figure in space. Composition, mark-making, colour, texture, tone and contour will also be explored in the workshop. Lectures will address related historical, theoretical and philosophical studies and introduce observation as a methodology with broad applications for visual art production and research. Students will complete and archive weekly studio projects and visual exercises to create a comprehensive folio of life drawings for assessment. The final presentation will consist of eight artworks created in class that represent the highest standards achieved by the student.

- Learning Outcomes On successful completion of this unit, students will be able to: Produce finished artworks incorporating the human figure, corresponding with accepted standards of traditional life drawing practice;
- Work proficiently with a variety of drawing materials and art production techniques;
- Respond and engage creatively with a range of practical studio life drawing projects;
- Apply the observational methodologies, principles and techniques of traditional life drawing to their individual art-making;
- Critically analyse the qualities of works of art produced and articulate this effectively to others;
- Apply the principles of sustainable, safe professional studio practice when working with live models for effective collaborative and individual artistic production.
- Required Reading Simblet, S & Davis, J 2001, Anatomy for the artist, DK, US.
- Class Contact Four hours per week for one semester comprising one one-hour lecture and one three-hour workshop.
- Assessment Mid-semester folio (16 working life drawings) 30%; Final folio presentation (eight resolved life drawings and presentation - equivalent word length 700 words) 50%; Studio project participation and practices 20%.

ACF1004 DRAWING AND PAINTING
Campus St Albans
Prerequisite(s) Nil.
Content This unit of study aims to develop practical skills in drawing and painting via an intensive series of studio based classes incorporating a range of art materials. Theoretical discussions including consideration of broader art historical contexts will inform students’ understanding of contemporary art practices of drawing and painting. Practical studio projects and lectures will develop and explore observation; identify and demystify the processes involved in making drawings and paintings; and encourage experimental, innovative and conceptual approaches. Regular group tutorials will involve discussion and constructive critique of the artworks produced. Materials incorporated will include charcoal, coloured conte, ink and wash, watercolour and acrylic paint on canvas. Assessment will involve presentation of a final folio of finished artworks in response to weekly studio projects, completion of a written research assignment about a current contemporary art exhibition and maintaining a visual diary.
• Learning Outcomes On successful completion of this unit, students will be able to: Research and respond in writing to an exhibition of contemporary art;

• Collect, archive and develop ideas, visually and in writing, consistently over time in a visual diary;

• Understand how to use a variety of drawing and painting materials and art production techniques and engage creatively with a range of practical drawing and painting projects;

• Produce and present a folio of drawing and painting that reflects contemporary art practices;

• Critically analyse the qualities of works of art produced and articulate this effectively to others verbally and in writing;

• Apply the principles of sustainable, safe professional studio practice for effective collaborative and individual artistic production.

Required Reading

Recommended Reading

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

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

ACF2001 INTRODUCTION TO DIGITAL ART

Campus St Albans

Prerequisite(s) ACF1003 Life Drawing or ACF1004 Drawing and Painting or equivalent.

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

• Learning Outcomes On successful completion of this unit, students will be able to: Understand the techniques and practices involved in the creation of digital art in the context of contemporary art practice;

• Develop and propose ideas for original digital artworks in written and visual format;

• Apply artistic techniques to studio practice via a range of relevant digital software and imaging tools;

• Produce and present a folio of digital art that reflects contemporary art practices;

• Critically analyse the qualities of works of art produced and articulate this effectively to others verbally and in writing.

Required Reading

Recommended Reading
Parden, L & Seegmiller, D 2005, Mastering digital 2D and 3D art, Thomas Course Technology, Boston [electronic resource].

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

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

ACF2002 AESTHETICS AND ART CRITICISM

Campus St Albans

Prerequisite(s) ACF1003 Life Drawing or ACF1004 Drawing and Painting or equivalent.

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

Many of the sessions will be conducted on site at various galleries.

• Learning Outcomes On successful completion of this unit, students will be able to: Understand some of the philosophies underpinning contemporary art theory and relate these principles to contemporary art practice;

• Apply principles of contemporary art theory to current art practice in the form of a written exhibition review and research paper on artists’ work;

• Express both verbally and in written essay form, an understanding of aspects of contemporary art theory in response to set topics;

• Conduct independent and collaborative research in art theory and locate and evaluate appropriate and meaningful information in text-based mediums.

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

Recommended Reading
Alperson, PA (ed) 1992, The philosophy of the visual arts, Oxford University Press, US.

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

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

ACF2003 STILL LIFE PROJECTS

Campus St Albans

Prerequisite(s) ACF2001 Introduction to Digital Art, ACF2002 Aesthetics and Art Criticism or equivalent.

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

• Learning Outcomes On successful completion of this unit, students will be able to: Understand the concept of still life in historical and contemporary art practice;

• Respond to given studio tasks and practical methodologies with a flexible and innovative approach for an original self-initiated creative outcome;

• Understand how to use art production techniques appropriate to their unique artistic language and engage creatively with a range of practical studio projects and a self-initiated project;

• Work independently to generate ideas for the production of a series of original artworks in both written and visual formats;

• Create a body of sophisticated finished artwork and related writing for public presentation and/or exhibition;

• Apply the principles of sustainable, safe professional studio practice for effective collaborative and individual artistic production.

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

Recommended Reading

Class Contact
Four hours per week for one semester comprising one one-hour lecture and one three-hour workshop.
ACF2004 INTERDISCIPLINARY PRACTICE

Campus St Albans
Prerequisite(s) ACF2003 Still Life Projects, ACF2002 Aesthetics and Art Criticism or equivalent.

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

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

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

Recommended Reading Journals: Artlink, Art Monthly, Realtime, Flash Art, Parkett, Frieze.

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

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

ACF3002 INSTALLATION ART

Campus St Albans
Prerequisite(s) ACF2002 Still Life Projects or ACF2004 Interdisciplinary Practice or equivalent.

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

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


Recommended Reading De Oliveira, N 1996, Installation art, Smithsonian Institute, US. Reiss, J 2000, From margin to centre: the spaces of installation art, MIT Press, US.

Class Contact One one-hour lecture and one three-hour workshop per week.

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

ACF3001 THE DIGITAL ART PUBLICATION

Campus St Albans
Prerequisite(s) ACF2003 Still Life Projects or ACF2004 Interdisciplinary Practice or equivalent.

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

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


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

Assessment Concept development (1000 words) 20%; Technical finish 20%; Presentation 20%; Written work (1000 words) 20%; Evidence of research (1000 words) 20%.

ACF3095 THE PROFESSIONAL ARTIST

Campus St Albans
Prerequisite(s) ACF2003 Still Life Projects or equivalent.

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

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


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

Assessment Journal/folder 30%; Folio 50%; Studio practice 20%. Total EWL 3000 words.

ACF3096 COMPUTER MEDITATED ART
Campus St Albans

Prerequisite(s) ACF3001 The Digital Publication or equivalent.

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

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


• Websitest http://www.newtek.com/products/lightwave/tutorials/  
  http://cmarts.tripod.com/

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

Assessment Class projects 20%; Conceptual/research 20%; Visual diaries 10%; Final project 50%. Total EWL 3000 words.

ACF3097 GRADUATING EXHIBITION
Campus St Albans

Prerequisite(s) ACF3095 The Professional Artist or equivalent.

Content This unit of study will require students to work collectively to develop, plan and implement the Graduating Exhibition. Curators from both public and commercial galleries will provide information on the organisational arrangements and other curatorial issues necessary to stage an exhibition. Topics such as selection of work, appropriate gallery space, exhibiting computer-mediated work including websites and visual work of professional standard suitable for public exhibition.

• Learning Outcomes On successful completion of this unit, students will be able to:
  • Successfully integrate theory and practice in the chosen area of research
  • Complete work towards an exhibition (or equivalent public outcome) of a creative practice-based project
  • Respond to the enquiries of colleagues regarding the area of research
  • Demonstrate some evidence of a unique contribution to the research in the area
  • Successfully plan and implement a three-person exhibition.

Required Reading Liestal, G, Johnson, R & Rasmussen, I 2003, Young people and the arts policy, Australia Council, Australia.

Recommended Reading The Octapod Collective 2004, H2W2: how to do an arts project, where to get help, Australia Council, Australia. Australia Council 1999, Youth and the arts framework, Australia Council, Australia. Australia Council 2003, Young people and the arts policy, Australia Council, Australia.


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

Assessment Successful completion of the exhibition 75%; Journal 25%. Total EWL 3000 words.

ACF4101 HONOURS INDIVIDUAL CREATIVE PROJECT A
Campus St Albans

Prerequisite(s) ACF4101 Honours Individual Creative Project A.

Content The student’s creative output will be outlined in the research proposal submitted by the student prior to admission into the Honours unit. 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. Learning Outcomes On successful completion of this unit, students will be able to:

• Complete work towards an exhibition (or equivalent public outcome) of a creative practice-based project
• Respond to the enquiries of colleagues regarding the area of research
• Respond to the enquiries of colleagues regarding the area of research
• Successfully integrate theory and practice in the chosen area of research

Required Reading Liestal, G, Johnson, R & Rasmussen, I 2003, Young people and the arts policy, Australia Council, Australia.


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

Assessment A progress review at the end of the semester. The review panel will be comprised 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. EWL 5000 words.

ACF4102 HONOURS INDIVIDUAL CREATIVE PROJECT B
Campus St Albans

Prerequisite(s) ACF4102 Honours Individual Creative Project B.

Content This unit of study builds on work undertaken in ACF4001 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 will complete a body of creative visual work of professional standard suitable for public exhibition.


Recommended Reading The Octapod Collective 2004, H2W2: how to do an arts project, where to get help, Australia Council, Australia. Australia Council 1999, Youth and the arts framework, Australia Council, Australia. Australia Council 2003, Young people and the arts policy, Australia Council, Australia.


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

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 comprised of at least two academic staff including the student’s supervisor. A written assessment report will be supplied to the student (EWL 10,000 words).
ACF4103 HONOURS SPECIAL STUDY RESEARCH PROJECT
Campus St Albans.
Prerequisite(s) ASH4003 Honours program core unit and ACF4101 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.
Learning Outcomes On successful completion of this unit, students will be able to:
• Identify a research context
• Successfully integrate theory and practice based research
• Communicate own and others ideas in the area and make a clear presentation of argument.
• Respond to the enquiries of colleagues regarding the area of research.
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 unit.
Assessment The unit of study will be assessed by an exegesis of 5000 words or equivalent in length.

ACF4104 EVALUATION RESEARCH METHODS
Campus St Albans.
Prerequisite(s) Admission to a graduate award course and consent of course leader.
Content This unit of study is designed to introduce students to the reasons for and ways of conducting program evaluations. Emphasis will be placed on the involvement of key stakeholders to facilitate the evaluation and implementation of findings. Topics include: history and development of evaluation; comparing types of evaluations; needs analysis; selection of appropriate methods; evaluation reporting.
Learning Outcomes At On successful completion of this unit, students will be able to:
• Identify research methodologies
• Successfully integrate evaluation theory and practice based research.
• Communicate own and others ideas in the area of evaluation.
• Complete a meta-evaluation and evaluation proposal
Required Reading To be advised by lecturer.
Class Contact Two hours per week for one semester.
Assessment Two hours per week for one semester. Assessment Meta-evaluation 35%; Evaluation proposal 55%; Participation 10%. Total EWL 3000 words.

ACF5031 WOMEN AND INTERNATIONAL DEVELOPMENT
Campus St Albans and Footscray Park.
Prerequisite(s) Admission to postgraduate program.
Content This unit of study will include theories, strategies and discourses on women and feminism in the context of international political, economic and social development. Gender-conscious analysis and critique of development theories, policies, implementation and evaluation will be used. The focus will be on the intersection between gender and feminist analyses and sustainability in the era of globalisation. Topics include: international trade and the movement of people; racism; conflict and militarisation; environmental crises and critiques of western paradigms. Especially recommended for agency, government and community development practitioners and those seeking careers in this field.
Learning Outcomes On successful completion of this unit, students will be able to:
• Identify the major discourses of international development theory and practice;
• Provide a ‘gender analysis’ of these discourses;
• Apply their knowledge to constructing a critical case study;
• Apply this knowledge to make a professional contribution in an appropriate setting.
Class Contact Two-hour seminar per week over one semester or equivalent.
Assessment Seminar paper and presentation 40%; Research essay 60%.

ACG5001 PROFESSIONAL ENGLISH FOR NON-NATIVE SPEAKERS OF ENGLISH
Campus City Flinders.
Prerequisite(s) Nil.
Corequisite(s) Usually ACG2001 Interacting in the Professional Workplace.
Content This unit will focus on the development of professional English communication skills appropriate to workplace and professional settings. Students will be introduced to different communication models and to the specific features involved in communicative processes. The unit develops awareness of the differences between spoken and written language and their implications for self-presentation in professional contexts. Students develop skills in the analysis of structures of written and oral language as well as an awareness of language variation relative to professional contexts. It gives practice in writing and interpreting documents of the kinds encountered in areas of professional life. The areas covered include: English grammar, syntax and idiom; the format of workplace documents; persuasive writing; constructing logical arguments and business presentations; developing skimming and scanning skills and understanding meaning from context.
Learning Outcomes On successful completion of this unit, students are expected to be able to:
• Identify the processes involved in communication, particularly in professional contexts;
• Demonstrate an improved capability to construct a variety of written texts pertinent to professional workplace settings;
• Demonstrate a high level of spoken language and visual texts in a variety of professional contexts;
• Examine and produce typical workplace documents such as employment applications, letters, emails and CVs;
• Use more sophisticated sentences and vocabulary;
• Present an oral report in English relevant for a professional work setting.
Class Contact Equivalent to two hours per week for one semester.
Assessment Written Portfolio 30%; Oral presentation 20%; Written report 50%. (Equivalent to 5000 words in total).

ACG5002 INTERACTING IN THE PROFESSIONAL WORKPLACE
Campus City Flinders.
Prerequisite(s) Nil.
Corequisite(s) Usually ACG2000 Professional English for Non-native Speakers of English.
Content This unit will focus on acquiring advanced oral and written communication skills appropriate to workplace and professional settings and how the knowledge of these skills can vary across different cultural contexts. The skills will be facilitated through analysis and practice of various forms of interactions that occur in the professional workplace such as verbal and non-verbal communication; computer-mediated communication; interpersonal skills such as assertion, interviewing, negotiating; conflict management and communicating in groups and teams. The emphasis will be on the dynamics in Australian workplace settings and how to relate to these accordingly.
Learning Outcomes On successful completion of this unit, students are expected to be able to:
• Identify the styles of English appropriate to workplace communication;
• Better understand cross-cultural issues in dealing in English speaking workplaces in Australia;
• Use appropriate written and spoken skills in an Australian workplace in the areas of interviewing and negotiating and conflict management;
• Gain more expertise in communicating appropriately as a group and in teams to achieve professional goals.
**ACG503 PROFESSIONAL PRACTICE IN THE WORKPLACE**

**Campus** City Flinders.

**Prerequisite(s)** Nil.

**Corequisite(s)** ACG2000 Professional English for Non-native Speakers of English and ACG2001 Interacting in the Professional Workplace.

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

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

- Demonstrate advanced workplace English skills;
- Apply knowledge and skills acquired in the course to a work integrated learning context;
- Work in a flexible manner, both independently and as a team member, where appropriate;
- Develop an appreciation for the Australian work environment;
- Reflect critically on the experience, and use this reflection to plan how to improve their professional presentation and career opportunities.


**Assessment** A reflective journal (an evaluation of the workplace, their contribution and recommendations in order to find future employment) (1500 words) 20%; Placement report with supporting portfolio outlining work undertaken including employer/mentor evaluation (equivalent to 3500 words) 30%; Professional report (3000 words) 50%. Report will be undertaken in the professional workplace.

Note: this is a 24 hour double unit. Placement Placement will be for a minimum of 15 days. A professional learning/ workplace supervisor/mentor will be involved in the ongoing supervision of the placement, as well as overall supervision by the unit coordinator.

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**ACG5010 INTERNATIONAL COMMUNICATION**

**Campus** City Flinders.

**Prerequisite(s)** Nil.

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

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

- Identify approaches and research areas related to the study of international communication;
- Apply analytical thinking and conceptualisation skills;
- Use research skills related to the study of international communication;
- Present complex ideas and lead productive discussions;
- Understand the ways in which international communication shapes the personal and the social.

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


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

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

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**ACG5025 MANAGING ORGANISATIONAL COMMUNICATION**

**Campus** City Flinders.

**Prerequisite(s)** Nil.

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

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


**Recommended Reading** Harris, TE 2007, Applied organizational communication: theory and practice in a global environment, Lawrence Erlbaum, Hoboken.

**Class Contact** Two hours per week for one semester.

**Assessment** Folio 60%; Research Essay 40% (5000 words in total).
ACG5099 MANAGING PUBLIC RELATIONS CAMPAIGNS
Campus City Flinders.
Prerequisite(s) ACG5099 Public Relations Writing; ACG5097 Professional Public Relations for the 21st Century.
Content This unit of study focuses on theory and management of public relations campaigns. Students are also critically exposed to a range of public relations campaigns and different strategies and theories of public relations campaigns.
Assessment Essay (2000 words) 40%; Campaign plan (2000 words) 40%; Professional presentation 20%.

ACG5098 COMMUNICATION ACROSS CULTURES
Campus City Flinders.
Prerequisite(s) Nil.
Content This unit of study provides students with the opportunity to develop a critical understanding of the range of models and approaches adopted in the study of communication across cultures, with a particular focus on the evaluation and analysis of interaction in intercultural contexts. Whilst much of the material will deal with ethnic cultures in context, the notion of cultural difference will also be explored in relation to gender, class and age. The unit includes a survey of some of the main theoretical approaches adopted in making sense of intercultural communication, including: constructs from social anthropology and cultural studies; cross-cultural psychology; inter-group communication; interactional discourse analysis; relativity; schema theory; cross-cultural education; and language use in intercultural contexts.
Assessment Essay (2000 words) 40%; Professional presentation 20%.

ACG5097 PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY
Campus City Flinders.
Prerequisite(s) Nil.
Content This unit of study provides an introduction to the principles and theories in public relations as they are applied in the 21st century. Students are asked to consider the different practices of public relations and, in particular, growth areas in the field such as reputation management, corporate responsibility, third sector activity and internet public relations. The study of new developments is put in the context of the history and development of public relations, and practical application in different environments. Personal and professional ethics are explored throughout the unit content. Experienced senior professional guest-speakers will provide a grounded instruction to practice in Australia today. Students are encouraged to begin or further explore their particular interests in the broad field of public relations and to consider further advancing their careers in public relations management. Students will develop their oral presentation skills, including public speaking and use of computer generated presentation aids.
Assessment Essay (2000 words) 40%; Campaign review comprising written report (2000 words) 40%; Professional presentation 20%.

ACG5050 COMMUNICATION ACROSS CULTURES
Campus City Flinders.
Prerequisite(s) Nil.
Content This unit of study provides students with the opportunity to develop a critical understanding of the range of models and approaches adopted in the study of communication across cultures, with a particular focus on the evaluation and analysis of interaction in intercultural contexts. Whilst much of the material will deal with ethnic cultures in context, the notion of cultural difference will also be explored in relation to gender, class and age. The unit includes a survey of some of the main theoretical approaches adopted in making sense of intercultural communication, including: constructs from social anthropology and cultural studies; cross-cultural psychology; inter-group communication; interactional discourse analysis; relativity; schema theory; cross-cultural education; and language use in intercultural contexts.
Assessment Class Contact Two hours per week for one semester. Assessment Class presentations 20%; Research project, comprising project report 65%; Poster presentation 15% (5000 words in total).
ACG5100 ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE
Campus City Flinders.
Prerequisite(s) Nil.
Content This unit of study aims to provide students with a thorough grounding in the theories and regulation of ethics that are important in public relations work in Australia and also in international contexts. Students will learn how to understand problems in ethics and develop ethical arguments for use in public relations and communications professions. Areas to be covered include: ethical communication practice; a critical appraisal of industry codes of ethics; theories of ethics; conflicts of interest; media and communications law; intellectual property and copyright; reputation management; defamation; deceptive conduct; false representation; privacy; property management; corporate and contract law and the global context and the rights and responsibilities of the ethical practitioner.
• Learning Outcomes On successful completion of this unit, students are expected to be able to: Understand the range of issues in professional ethics; Reason and argue for different ethical strategies with clarity and precision; Understand one’s self and others in terms of different and often complex professional environments; Understand the regulations relating to media, communication and public relations; Understand legal problems when working as a communications professional; Apply critical and analytical skills developed through practical exercises.
Required Reading Ethics and Regulation in Communications Practice: Book of Readings. Recommended Reading Public Relations Institute of Australia 2000, Ethics, a public relations perspective, PRIA. Pearson, M 2004, The journalist’s guide to media law: dealing with legal and ethical issues, Allen and Unwin, Crows Nest.
Class Contact Two hours per week over a 12 week semester. From time to time, this unit may also be offered as a reading unit and Class Contact in these instances may be varied.
Assessment Seminar paper 25%; Essay 40%; Law case study 35%.

ACG5200 APPROACHES TO RESEARCH
Campus City Flinders.
Prerequisite(s) Admission to postgraduate program.
Content This unit of study is designed to provide students with an understanding of some key methodologies and research strategies. Students will have the opportunity to develop a range of skills in conceptualising and problematising research, planning research, data collection and analysis, negotiating the relationship between theory and research design. Topics will include: qualitative and quantitative research methods; feminist methodologies; utilising research methods in different contexts; practical tasks associated with research; linking theory with practice in a variety of contexts; gender-conscious research; researching across cultures; ethics; defining a research topic; advanced library research skills; interviewing techniques and research evaluation.
• Learning Outcomes On successful completion of this unit, students are expected to be able to: Identify, select and construct the appropriate research tools for a project; Identify and use some different ways of using data for research; Advocate their choice of research methodology and methods for a project; Prepare an effective presentation of a research question.
Required Reading Blaxter, L, Hughes, C & Tight, M 2006, How to research, 3rd edn, Open University Press, US.
Class Contact Equivalent to two hours per week for one semester.
Assessment Research skills exercises 40%; Research plan and rationale 40%. (Equivalent to 5000 words in total).

ACG5201 CYBERCULTURES, CYBERSELVES
Campus City Flinders.
Prerequisite(s) Nil.
Content This unit of study serves as a foundational area of study. It examines the rise and impact of new media technologies resulting from the interaction between convergent media forms, digitised content, and global communication networks. Emphasis will be placed on contemporary developments in digital media that have reshaped the cultural and social logics of institutional and everyday life. Areas of discussion include such topics as: virtuality and the virtual community, social networking, cyber-identity, the domestication of new media, digital imagery and virtual aesthetics, gaming, multi-literacies, digital politics and social movements, embodiment, storytelling and writing, development and new media.
• Learning Outcomes On successful completion of this unit, students are expected to be able to: Identify and apply some key approaches and debates related to developments in new media; Use analytical thinking and conceptualisation skills; Apply research skills related to the study of cyberculture; Present complex ideas and lead productive discussions; Demonstrate a deeper awareness of the ways in which new media shape personal, social and organisational life.
Class Contact Equivalent to two hours per week for one semester.
Assessment Leading class discussion 25%; Literature review 30%; Research project 45% (Equivalent to 5000 words in total).

ACG5202 MEDIA AND MEANING
Campus City Flinders.
Prerequisite(s) Nil.
Content This unit of study examines the ways in which media texts (film, television, photography, advertising, journalism, the web) are assembled and organised into systems of representation enabling meaning to be produced for viewers, readers and users. Research traditions that study how audiences/consumers/users make sense of these systems of representation will also be introduced. Discussion will include such topics as: theories of media effects and media power; media as storytellers and myth-makers; politics and pleasures of media consumption; relations between ‘new’ and ‘old’ media, the active audience, media and identity; the culture of celebrity; media and the public sphere.
• Learning Outcomes On successful completion of this unit, students are expected to be able to: Identify and use key theoretical paradigms and research in the study of media communication; Apply analytical thinking and conceptualisation skills; Use research skills related to the study of media audiences; Organise, present and discuss complex ideas to others; Explain the ways in which media communication shapes personal and social life.
Class Contact Equivalent to two hours per week for one semester.
Assessment Short essay 30%; Longer, research-based paper 50%; Class presentation 20% (Equivalent to 5000 words in total).

ACG5203 PRINT AND WEB JOURNALISM
Campus City Flinders.
Prerequisite(s) Nil.
Content This unit of study will introduce students to the conventions and skills of researching and writing for Australian, international and online journalistic publications. The unit will combine analysis of mainstream and niche market print and online journalism with practical writing exercises. The unit will explore key contemporary ethical, sociopolitical and cultural issues related to the practice of journalism and a globalised marketplace. Students will learn to use computer-assisted reporting to evaluate information credibility to write in a range of journalistic styles and to critically evaluate and edit their own and other students’ journalistic writing. The unit will have a particular focus on the impact of Web 2.0 on journalism, and an emergent new journalism forms, such as blogs and citizen journalism. Topics will include: understanding audiences, research, interviews, structuring articles, story packages, language and style, editing and revision, titles, illustrations, the writer and
the law, marketing and copyright.

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


**Recommended Reading** Hobsbawm, J (ed) 2007, Where the truth lies: trust and morality in PR and journalism, Penguin, Melbourne. Keeble, R (ed) 2005, Print and/or webstreamed on Radio VU, the University web-based radio station. The standard, production exercises can be broadcast on local community radio stations with a specific focus on interviewing with portable equipment, studio work, writing for radio, with a specific focus on interviewing and ‘magazine’ formats. Production work will include field interviewing with portable equipment, studio work, writing for radio, digital sound editing and mixing and voice performance. If done to an adequate standard, production exercises can be broadcast on local community radio stations and/or webstreamed on Radio VU, the University web-based radio station. The implications for radio as a medium of communication will be discussed with reference to recent developments in digital and web technologies.

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

- Explain radio as a special medium of communication for transmitting ideas and opinions;
- Apply skills in pre-production, production and post-production techniques for audio;
- Use skills required to produce spoken word radio;
- Describe and apply the process of writing and producing programs suitable for radio broadcast;
- Use critical and analytical skills with respect to radio and audio production.


**Recommended Reading** Priestman, C 2001 Web radio: radio production for Internet streaming, Focal, Oxford.

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

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

**ACG5206 CREATIVE WRITING**

**Campus** City Flinders

**Prerequisite(s)** Nil.

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

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

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


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

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

**ACG5207 COMMUNICATION INTERNSHIP**

**Campus** City Flinders

**Prerequisite(s)** Admission to postgraduate program.

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

- Learning outcomes On successful completion of this unit, students are expected to be able to:
  - Apply the skills and knowledge acquired in their communication studies to a professional setting;
  - Identify and explain the place of communication expertise and professionals in an organisational environment with reference to achieving strategic outcomes;
  - Advocate and evaluate the communication component of a project in a written report;
  - Compose a reflective practice journal.

**Required Reading** VU Postgraduate Communication Internship Handbook.
ACG5208 CRISIS AND RISK COMMUNICATION

Campus City Flinders

Prerequisite(s) Nil.

Content Managing crises and risks are an ongoing challenge to governments, companies and other organisations. Risk management is now a sophisticated part of managerial responsibility ranging from health and safety, to financial and legal exposure, to social and political risk assessment. Issues and crisis management has similarly developed from panic to well conceived disaster plans - whether the disaster is a weather event, accident, disease outbreak, environmental hazard or political scandal. The critical, but often underestimated, component of risk and crisis management is the communication strategy. There is a reliance upon people responding appropriately, but there is often limited knowledge of the communication techniques needed to facilitate attitude and behavioural change. This unit will examine risk and crisis communication across different situations and sites. A case study approach will be utilised to enable students to develop their own strategic thinking and management skills to confidently meet risk and crisis. Students will be able to focus upon their own field of practice and interest.

- Learning Outcomes On successful completion of this unit, students are expected to be able to: Identify and describe the role of communication in risk and crisis management;
- Apply these understandings to analysis of cases of risk and crisis management;
- Advise on communication strategies in response to a crisis;
- Prepare a communication strategy to assist in implementing a risk or crisis management plan.

Required Reading

Recommended Reading

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

Assessment
Essay analysing case studies 40%; Class hypothetical exercise with individual roles and written report 20%; Communication plan to enable effective management of a risk or crisis strategy or project 40% (Equivalent to 5000 words).

ACG5209 PUBLIC HEALTH COMMUNICATION

Campus City Flinders

Prerequisite(s) Nil.

Content Health promotion is an area of significant interest and concern across the world. The particular focus varies with the health and economic status of populations, and the expectations of levels of governmental, NGO and corporate intervention in raising levels of health and wellbeing. Whether the priorities are disease prevention, maintenance of health or managing health issues, effective communication is critical to the success of any approach and campaign. Health Communication is a mature field of communication theory and practice that is accompanied by a written reflective commentary on the project submitted.

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

Required Reading

Recommended Reading

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

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

ACG6015 MINOR THESIS (FULL-TIME)

Campus City Flinders.

Prerequisite(s) Eight coursework units of the graduate program in Communication or Communications (Public Relations) plus ACG5200 Approaches to Research.

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

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

Required Reading To be advised by supervisor.

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

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

Assessment Equivalent to 15,000 words 100%.

ACG6020 MINOR THESIS (PART-TIME)

Campus City Flinders.

Prerequisite(s) Eight coursework units of graduate program in Communication or Communications (Public Relations) plus ACG5200 Approaches to Research.

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

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

Required Reading To be advised by supervisor.

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

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

Assessment Equivalent to 15,000 words 100%.
ACI1007 CREATIVITY AND INNOVATION
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study provides an introduction to theories of critical thinking and how systemic process can be developed towards effective creative thinking and ideas generation. Students will be presented with a variety of ways to enhance their own creative thought processes and also tools to evaluate the appropriateness and success of their ideas. They will also be encouraged to explore the notion of risk-taking and examine how failure can be a driver towards success. This unit aims to: introduce students to theories of creative thinking; develop skills and knowledge of systematic approaches to creative thinking; examine the value of risk-taking in the creative process; examine failure as a tool for innovation; engage students own creativity as a tool for generating innovative responses to problems; enhance oral communication and presentation skills; and provide students with the skills to critically evaluate their own work.

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


Class Contact Three hours per week for one semester.
Assessment Written analysis (1500 words) 20%; Ideas portfolio (presented online) 40%; Product development 40%.

ACI2100 ARTS INDUSTRIES: THE INSIDE STORY
Campus Footscray Park.
Prerequisite(s) Satisfactory completion of ACI1007 Creativity and Innovation.
Content This unit of study provides an introduction to the arts industries, investigating issues such as the role of arts industries in the commercial and social environment. Students will examine the changes that have occurred in the industry profile and also examine the impact of new technologies into industry practices. The unit will provide students with the opportunity to investigate a specific industry examining current work practices and identifying emerging skill requirements for that industry. The unit will extensively use industry experts and guest lecturers. Students will be paired with a mentor from within the industry as a requirement for this unit. This unit aims to: introduce students to the range of industries that incorporate arts professionals; examine the rise in arts industry in the Australian and international environments; examine work practices specific to these industries; investigate the role of new technologies within these industries; develop skills to explore and identify opportunities for participation in the arts industry.

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


Class Contact Two hours per week for one semester.
Assessment Mentorship diary 30%; Research paper 40% (1500 words); Documentation of industry practice (including interview, oral, presentation, video) 30%.
Placement Students will be placed with an industry mentor for the duration of this unit. Students will be required to undertake a minimum of 24 hours with their mentor and complete a number of assessment tasks informed by mentoring.

ACI3100 PROFESSIONAL ENGAGEMENT
Campus Footscray Park.
Prerequisite(s) Successful completion of six Arts Industries core modules or equivalent.
Content This unit of study provides students with the opportunity to participate as a group member in partnership with an external organisation to plan and negotiate an enterprise or project. Each team will: investigate and develop a project road map that could include script, timeline, labour division, best practice recommendations, risk assessment, marketing strategy, budget and sponsorship arrangements plan; develop planning and problem-solving skills in a real world environment; provide experience in a teamwork setting; develop negotiation, presentation and project management skills; explore the process of creative ideas development in response to audience and organisational needs; provide experience of workplace practice; explore underlying theoretical issues in staging projects including risk management; develop independent and team research skills; utilise ICT as an effective communication tool.

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

Required Reading Pink, DA 2005, Whole new mind: moving from the information age to the conceptual age, Penguin, USA. Recommended Reading Hartley, J 2005, Creative industries, Blackwell Publishers, London. Further readings will be determined in relationship to the nature of the professional project.

Class Contact Three hours per week for one semester.
Assessment Group project plan 50%; Online documentation (1500 words) 30%; Peer assessment 20%.
Placement Students will be required to work as members of a cross-specialisation team in partnership with industry or community organisation in the planning and development of a project for public presentation.

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

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


Class Contact Three hours per week for one semester.
Assessment Practical project, including documentation and creative work 50%; Peer evaluation 20%; Journal of participation and outcomes (reflective) 30%.
Placement Students will be required to work as members of cross-specialisation team in partnership with industry or community organisation in the planning and development of a project for public presentation.

ACJ1001 INTRODUCTION TO JAPANESE
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study teaches students without any background in Japanese how to use basic Japanese in many common everyday situations. Topics include: greetings and self-introduction; university life; families and hobbies. The unit 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.
• Learning Outcomes On successful completion of this unit, students will be able to:
  - Read and write hiragana/katakana;
  - Communicate with Japanese in many common everyday situations using basic Japanese;
  - Demonstrate basic knowledge of Japanese culture in relation to the interaction in Japanese.
Recommended Reading EII 1996 Hyakumunnin no Nihongo No.1. Bonjinsha Co Ltd, Tokyo.
Class Contact Four hours per week for one semester comprising one two-hour lecture and one 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 Park.
Prerequisite(s) ACJ1001 Introduction to Japanese, or equivalent.
Content This unit of study 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 Japanese people. Students are able to practise and develop conversation skills with native Japanese speakers in small group settings. This unit also introduces ‘kanji’ (Chinese character writing).
• Learning Outcomes On successful completion of this unit, students will be able to:
  - Read and write approximately 200 kanji;
  - Communicate in Japanese using newly acquired vocabulary and grammar on topics covered in class;
  - Demonstrate basic sociocultural behaviours appropriate for interacting with Japanese people.
Recommended Reading EII 1996 Hyakumunnin no Nihongo No.1. Bonjinsha Co Ltd, Tokyo.
Class Contact Four hours per week for one semester comprising one two-hour lecture and one two-hour tutorial. Lecture consists of grammar and Kanji 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 tests 10%; Listening test 10%.

ACJ2001 JAPANESE 3
Campus Footscray Park.
Prerequisite(s) ACJ1002 Japanese 2, or equivalent.
Content This unit of study assumes a moderate knowledge of Japanese. Students will be able to express themselves in daily situations, as the whole unit is designed to provide students with the basic grammar and conversation skills in a pre-coordinated Japanese environment. This unit of study 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 unit students will be expected to know approximately 250 characters.
• Learning Outcomes On successful completion of this unit, students will be able to:
  - Communicate in Japanese using newly acquired vocabulary and grammar on topics covered in class;
  - Read and write using appropriate Japanese characters learned in class;
  - Conduct self kanji study;
  - Read and write approximately 250 new kanji.
Recommended Reading To be advised by lecturer.
Class Contact Three hours per week for one semester comprising one 90-minute lecture and one 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 unit of study 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 are 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 unit of study students will be expected to know approximately 450 Kanji. The 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.
• Learning Outcomes On successful completion of this unit, students will be able to:
  - Produce moderately complex Japanese both orally and in written form;
  - Understand moderately complex Japanese both aurally and in written form;
  - Demonstrate some knowledge of Japanese culture in relation to the interaction in Japanese;
  - Interact with Japanese people effectively.
Recommended Reading To be advised by lecturer.
Class Contact Three hours per week for one semester comprising one 90-minute lecture and one 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 unit of study aims to improve Japanese conversation skills in a variety of topics in business as well as everyday 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 practise conversation with native Japanese speakers. Appropriate materials will be selected for each student.
• Learning Outcomes On successful completion of this unit, students will be able to:
  - Communicate in Japanese using newly acquired vocabulary and grammar on topics covered in class;
  - Read and understand short-medium length paragraphs written in moderately complicated sentences in Japanese;
  - Make Japanese sentences appropriately on everyday topics;
  - Demonstrate sound knowledge of Japanese culture in relation to the interaction in Japanese.
Required Reading Bunka Institute of Language 1997, Tanoshiku Hanasoo, Bonjinsha Co Ltd, Japan.
Recommended Reading To be advised by lecturer.
ACJ2091 JAPANESE CULTURE AND SOCIETY
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study 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; the arts etc. At the conclusion of the unit, students will be equipped with a good understanding of Japanese culture and society useful in interaction with Japanese people. This unit of study is delivered in English and there is no prerequisite.

- Learning Outcomes On successful completion of this unit, students will be able to: Understand Japanese culture, social values and practices as well as have insights into Japanese ways of thinking; Use the cultural understanding and appropriate code of practice in interacting with Japanese people; Identify an interest in a particular aspect of Japanese culture which can be further studied.

Recommended Reading To be advised by lecturer.
Class Contact Three hours per week for one semester comprising one 90-minute lecture and one 90-minute tutorial.
Assessment Essay (2000 words) 40%; Take home exercise 20%; Written test 40%.

ACJ3001 JAPANESE 5
Campus Footscray Park.
Prerequisite(s) ACJ2002 Japanese 4, or equivalent.
Content This unit of study aims to consolidate the knowledge of Japanese acquired at the previous level and develop it further. The unit consists of further work in Japanese grammar and communication. An effective way of reading is introduced. The text covers a variety of topics focusing on Japanese society and culture.

- Learning Outcomes On successful completion of this unit, students will be able to: Produce more complex Japanese both orally and in written form; Understand more complex Japanese both aurally and in written form; Demonstrate sound knowledge of Japanese culture in relation to the interaction in Japanese; Interact with Japanese people more effectively.

Recommended Reading To be advised by lecturer.
Class Contact Three hours per week for one semester comprising one 90-minute lecture and one 90-minute tutorial.
Assessment Conversation tests 25%; Written assignments 10%; Comprehensive written test 35%; Kanji tests 20%; Listening test 10%.

ACJ3002 JAPANESE 6
Campus Footscray Park.
Prerequisite(s) ACJ3001 Japanese 5, or equivalent.
Content This unit of study aims to develop further competence for the student to interact with Japanese people. It is designed to build students’ competence in spoken and written Japanese. Useful expressions and relevant vocabulary are introduced in order to talk about everyday topics. The unit 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 words will be introduced each week. Students are required to study kanji independently. By the end of the unit of study students will be expected to know approximately 500 characters.

- Learning Outcomes On successful completion of this unit, students will be able to: Produce complex Japanese both orally and in written form; Understand complex Japanese both orally and in written form.

Recommended Reading To be advised by lecturer.
Class Contact Three hours per week for one semester comprising one 90-minute lecture and one 90-minute tutorial.
Assessment Conversation tests 25%; Written and reading assignments 10%; Comprehensive written test 35%; Kanji tests 20%; Listening test 10%.

ACJ3003 ADVANCED JAPANESE 1
Campus Footscray Park.
Prerequisite(s) ACJ3002 Japanese 6, or equivalent.
Content This unit of study aims to consolidate the knowledge of Japanese acquired at the previous level and develop it further. The unit consists of further work in Japanese grammar and communication. An effective way of reading is introduced. The text covers a variety of topics focusing on Japanese society and culture.

- Learning Outcomes On successful completion of this unit, students will be able to: Produce more complex Japanese both orally and in written form; Understand more complex Japanese both aurally and in written form; Demonstrate sound knowledge of Japanese culture in relation to the interaction in Japanese; Interact with Japanese people more effectively.

Recommended Reading To be advised by lecturer.
Class Contact Three hours per week for one semester comprising one 90-minute lecture and one 90-minute tutorial.
Assessment Conversation tests 25%; Written and reading assignments 10%; Comprehensive written test 35%; Kanji tests 20%; Listening test 10%.

ACJ3004 ADVANCED JAPANESE 2
Campus Footscray Park.
Prerequisite(s) ACJ3002 Japanese 6, or equivalent.
Content This unit of study aims to consolidate the knowledge of Japanese acquired at the previous level and develop it further. The unit consists of further work in Japanese grammar and communication. An effective way of reading is introduced. The text covers a variety of topics focusing on Japanese society and culture.

- Learning Outcomes On successful completion of this unit, students will be able to: Produce more complex and nuanced Japanese both orally and in written form; Understand more complex Japanese both aurally and in written form; Demonstrate sound knowledge of Japanese culture in relation to the interaction in Japanese; Speak Japanese more fluently.

Recommended Reading To be advised by lecturer.
Class Contact Three hours per week for one semester comprising one 90-minute lecture and one 90-minute tutorial.
Assessment Conversation tests 25%; Written and reading assignments 10%; Comprehensive written test 35%; Kanji tests 20%; Listening test 10%.

ACL1001 READING CONTEMPORARY FICTION
Campus St Albans, Footscray Park, Melton and Sunbury.
Prerequisite(s) Nil.
Content This unit of study introduces students to the study and analysis of recent prose fiction (short stories and novels) written in English. These are chosen to exemplify a number of contemporary thematic concerns, a variety of literary techniques, modes of representation and conceptions of the purposes of fiction, and some of the social and contextual influences upon all of these. Students will need both to immerse themselves closely in the details of the works studied and to reflect more generally upon issues thereby raised that relate to recent theoretical debates.
Within literary studies, they will be introduced to basic skills in critical method and to vocabulary relevant to the study of narrative fiction. Students will be encouraged to consider the complex transactional processes involved in responding to texts and discussing them with others.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Present literary arguments in a variety of verbal and textual settings and formats;
  - Use problem-solving skills;
  - Negotiate literary representations of diverse cultures by studying particular literary texts.


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

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

AACL002 STUDYING POETRY AND POETICS
Campus: St Albans, Footscray Park, Melton and Sunbury.
Prerequisite(s): Nil.

Content: This unit of study is an introduction to the reading, analysis, and performance of poetry. It aims at both immersion in the creativity and playfulness of poetic language and to teach coherent ways of thinking appreciatively and critically about this. Students will be introduced to basic skills in critical method and to vocabulary relevant to the study of poetry in its various forms. There will be an emphasis both on the formal elements and the varieties of poetry and the social and cultural contextual influences upon these: theoretical questions arising from this will be considered. There will also be some emphasis on the ways in which a sympathetic understanding of a poem can inform a successful oral presentation of it. Students will be encouraged to consider the complex transactional processes involved in responding to and performing texts and discussing them with others. The poems covered will range from the traditional to the contemporary, with significant reference to the recent resurgence of youth-oriented and ‘new wave’ poetry writing, reading, and performing in Australia: this includes attention to ‘spoken word’ poetry and the poetry of popular song lyrics.

Learning Outcomes: On successful completion of this unit, students will be able to:
  - Present literary arguments in a variety of verbal and textual settings and formats;
  - Use problem-solving skills;
  - Negotiate literary representations of diverse cultures by studying particular literary texts.

Required Reading: Leonard, J (ed) 1991, Seven centuries of poetry in English, Oxford University Press, Melbourne. Other poems will be distributed from time to time in class.


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

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

AACL003 TRANSNATIONAL INDIGENOUS LITERATURE: ABORIGINAL, NATIVE NORTH AMERICAN AND MAORI WRITING
Campus: St Albans, Footscray Park, Melton and Sunbury.
Prerequisite(s): First year foundation units of study in Literary Studies; AACL001 Reading Contemporary Fiction and AACL002 Studying Poetry and Poetics.

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

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


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

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

AACL007 ROMANCE AND REALISM
Campus: St Albans, Footscray Park, Melton and Sunbury.
Prerequisite(s): First year foundation year units of study in Literary Studies; AACL001 Reading Contemporary Fiction and AACL002 Studying Poetry and Poetics.

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

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

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


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

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

AACL009 AUSTRALIAN LITERATURE
Campus: St Albans, Footscray Park, Melton and Sunbury
Prerequisite(s): AACL001 Reading Contemporary Fiction and AACL002 Studying Poetry and Poetics.

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

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

Required Reading
- Chritos Tsouklos, Dead Europe. Kenneth Cook, Wake in fright.
- Katherine Prichard, Coonardoo.
- Christopher Lee (ed.), Turning the century.
- Unit reader (containing verse, fiction and critical material).

Recommended Reading

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

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

ACL2050 CHILDREN’S TEXTS

Campus
- St Albans, Footscray Park, Melton and Sunbury.

Prerequisite(s)
- Any two first year Literary Studies or Professional Writing units.

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

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

Required Reading
- To be advised by lecturer.

Recommended Reading

Class Contact
- Thirty 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
- St Albans, Footscray Park, Melton and Sunbury.

Prerequisite(s)
- First year foundation year units of study in Literary Studies, ACL1001 Reading Contemporary Fiction and ACL1002 Studying Poetry and Poetics.

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

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

Required Reading
- Recomended Reading

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

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

ACL3014 WRITING SELVES

Campus
- Footscray Park, St Albans, Melton and Sunbury.

Prerequisite(s)
- Any two first year Literary Studies or Professional Writing units of study.

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

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

Required Reading

Recommended Reading
- To be advised by lecturer.

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

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

ACL3016 WORKING CLASS WRITING

Campus
- Footscray Park, St Albans, Melton and Sunbury.

Prerequisites
- First year foundation year units of study in Literary Studies; ACL1001 Reading Contemporary Fiction and ACL1002 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 unit also pays attention to questions of critical perspectives and forms of critical responsibility towards working class people, culture and politics.

- Learning Outcomes
  - On successful completion of this unit, students will be able to:
  - Present literary arguments in a variety of verbal and textual settings and formats;
  - Engage with the practice of tutorial discussion and debate in which problem-solving is an important aspect;
  - Negotiate literary representations of diverse cultures by studying particular literary texts.
Required Reading Zola, E Germinal (available in Penguin) plus other material to be advised by lecturer.

Recommended Reading Tressell, R The ragged trousered philanthropists (any edition).

Class Contact Twenty-seven 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%.

ACM1006 DIGITAL SOUND AND VIDEO
Campus Footscray Park and St Albans.

Prerequisite(s) Nil.

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

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

• Understand the principles of visual, aural and media literacy for the development and production of digital video and sound;
• Understand basic terminology, borrowed from filmmaking, and sound production;
• Investigate the interconnections between sound and digital video;
• Understand the process required to plan, shoot and edit sound and video projects.


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

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

ACM1007 ANIMATION
Campus Footscray Park and St Albans.

Prerequisite(s) Nil.

Content Animation is widely used in computer-based applications for the web, CD ROM and digital video productions. This unit of study provides students with an introduction to basic concepts to developing animations for a variety of viewing formats. The unit of study provides the necessary foundation skills and aesthetic knowledge to produce basic computer animation for digital media applications.

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

• Describe the historical significance of animation as a communication tool and identify what makes animation successful;
• Demonstrate imaginative thinking about principles of visual/narrative design;
• Determine appropriate animation terminology;
• Demonstrate pre-production techniques and design methodology including storyboarding and scripting;
• Utilise software applications to implement computer animation techniques.

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


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

Assessment Class exercises 50%; Major flash project 50% (Equivalent to 3000 words).

ACM1008 INTRODUCTION TO WEB PRODUCTION
Campus St Albans, Footscray Park and Melton.

Prerequisite(s) Nil.

Content The World Wide Web is one of the primary tools used by individuals, communities, organisations and corporations to communicate. Understandings of the ways in which the WWW functions and the skills to create web content are essential to all communication professionals. This unit will focus on the development of basic skills and understandings required to create effective websites for a variety of audiences. Students will learn the principles of website production utilizing professional level software and examine and apply contemporary design theory. Deconstruction of a number of website examples will be used as a major tool in researching current and future trends in site production. They will also provide the ‘blueprint’ for student site construction. Project teams will form the basis for research and production work.

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

• Demonstrate a foundational knowledge of specific computer systems;
• Create a website using a variety of professional tools;
• Demonstrate basic interface design and usability theory;
• Identify the processes for good practice in teamwork and team dynamics in production and research and apply these in their own practice;
• Critically examine existing web products.


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

Assessment Project documentation 20%; Seminar presentation 20%; Website development 60%. (Equivalent to 3000 words).

ACM1009 VISUAL DESIGN FOR DIGITAL MEDIA
Campus Footscray Park and St Albans.

Prerequisite(s) Nil.

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

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

• Demonstrate creative and communication skills to conceptualise and execute a visual image or project;
• Identify possible challenges and opportunities facing us in a rapidly changing international society;
• Evaluate, understand and apply how these challenges affect design and creative production;
• Identify and use a variety of information sources.


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 40%; Major project 20%; Brief writing exercise 20%; Exam 20% (Equivalent to 3000 words).

ACM2003 INTERACTIVE PROGRAMMING
Campus Footscray Park and St Albans.

Prerequisite(s) ACM1003 Animation for Multimedia.

Content This unit of study introduces students to software required for making interactive digital projects. The unit builds on existing skills in Director software, introducing students to Lingo programming. It also builds on existing skills in Flash software and introduces students to action scripting. The unit will develop students' understanding of elements of concept development and interactive screen and navigational design.

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

• Understand practical interactive navigation and design;
• Demonstrate practical knowledge of software packages used for interactive
ACM2007 INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION
Campus Footscray Park, St Albans and Melton.
Prerequisite(s) Nil.
Content This unit of study investigates how technology does not exist in a vacuum: it functions within the context of a culture. To be successful, emerging technology needs to connect in a relevant way to changing societies. This unit will apply theory to the understanding of design. Means of understanding audiences for innovative technologies will also be investigated. Students will develop practical content for current new technology applications. Study will include practical exercises such as developing games concepts appropriate for use on mobile phones. Students will also gain skills in interactive design including game design theory and practice. The unit will also explore research methods to enable students to keep abreast of technological changes.

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


Recommended Reading Alber, M 2005, Communication of compiled information: user goals and information needs for dynamic web information, Lawrence Erlbaum Associates, New Jersey.
Class Contact One two-hour workshop per week.
Assessment Research report (written and oral components) 70%; Design of a concept for a mobile service 30%. (Equivalent to 3000 words).

ACM2008 DYNAMIC WEB DEVELOPMENT
Campus Footscray Park, St Albans and Sunway (Malaysia).
Prerequisite(s) Nil.
Content This unit of study focuses on the use of multimedia on the web. Students learn how to optimise media assets included in student productions for web delivery. The curriculum builds on existing computational design and technical skills students have acquired in previous multimedia units of study. It focuses on advanced use of Flash software and introduces students to action scripting. This unit also teaches technical control of web development through action scripting, HTML, mySQL and database integration. Students are expected to spend at least five hours a week out of class experimenting with ideas and developing technical skills.

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


Class Contact Three hours per week for one semester, comprising one one-hour lecture and one two-hour workshop.
Assessment Interactive 25%; Major practical 55%; Learning journal 20%.

ACM3003 DVD AND SCRIPT DEVELOPMENT
Campus Footscray Park and St Albans.
Prerequisite(s) ACM2008 Dynamic Web Development, ACM2003 Interactive Programming and ACM1006 Digital Sound and Video.
Content This unit of study 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 HD video post-production software and DVD Studio Pro.

• Learning Outcomes On successful completion of this unit, students will be able to: Understand practical DVD production using programs such as DVD Pro and Final Cut; Demonstrate practical knowledge of DVD production including the development of an individual and a group project; Complete an approved script for the Graduating Project.


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%.

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.

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

Required Reading To be advised by lecturer.


Class Contact One 90-minute weekly seminar together with directed studies, and attendance of 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: a creative project involving production of a multimedia work or collection of works (eg. for web, CD-Rom, DVD) together with an accompanying exegesis; and an empirical research relevant to the multimedia field resulting in a research thesis of approximately 15,000 words. The nature of the project and its scope will be defined in negotiation with an individual supervisor and as part of the prerequisite unit, ACM4001. This will lead to the development of a detailed proposal.

Required Reading Dependent on the chosen topic.

Recommended Reading Dependent on the chosen topic.

Class Contact A weekly supervision session with nominated supervisor.

Assessment Final thesis or multimedia work/s plus exegesis 100%.
ACM5000 WEB TECHNOLOGIES
Campus City Flinders.
Prerequisite(s) Nil.
Content This unit of study provides an introduction to the practical and theoretical aspects of website development. Students will learn practical skills in design and web development utilising current industry standard software such as Photoshop and Dreamweaver. Students are asked to consider the different practices of website development and in particular new developments in fields such as blogs, wikis etc.
The study of new developments is put in the context of the history and development of internet technologies, and its practical application in a variety of environments. Students are asked to consider the social impact of the internet and will discuss ethical issues in web access usage and commercialisation. Industry speakers will be utilised to provide grounding in working practices within the web development industry.

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


Class Contact Two hours per week.
Assessment Design documentation (1000 words) 20%; Website project (equiv. 2000 words) 40%; Analysis journal (2500 words) 40%.

ACM5001 INTERACTIVE DESIGN FOR A GLOBAL WORLD
Campus City Flinders.
Prerequisite(s) Nil.
Content This unit of study explores issues in interface design theory. The first part of the unit will review the established understandings of human interface design. This awareness of theory is necessary for individuals to design effective interfaces for specific environments and purposes. The second part of the unit will investigate contemporary debates and strategies in the field. Industry speakers will be utilised to provide context of current workplace practice within the industry.

Learning Outcomes On successful completion of this unit, students are expected to be able to: Demonstrate knowledge and understanding of interface theory and practice through the production of websites utilising industry standard software;

Apply workplace process models to their own practices;

Demonstrate skills of analysis to existing works and self-reflection to own work through the production of an analysis journal.

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

Recommended Reading Berners-Lee, T with Fischetti, M 1999, Weaving the web: the original design and ultimate destiny of the world wide web by its inventor, Onion Business, London. Digital Fordism available online at: http://www2.clrc.vt.edu/ digitalfordism/fordism_main/index.htm
Suri, J 2005 Thoughtless acts?: observations on intuitive design, IDEO. Thackara, J 2006, In the bubble: designing in a complex world, MIT Press.

Class Contact Two hours per week for one semester.
Assessment Usability study (1000 words) 20%; Interface analysis (1500 words) 25%; Design folio (2500 words) 55%.

ACM5002 DIGITAL AUDIO AND VIDEO PRODUCTION
Campus City Flinders.
Prerequisite(s) Nil.
Content This unit of study will examine some of the technological developments that have made possible computer mediated forms of artistic expression and communication. It will examine some of the conventions of visual and aural language, techniques for shooting and editing digital video, and the operation of sound with digital video. Students will undertake production and post-production of digital audio and video. They will storyboard, shoot, digitise, and edit video clips as well as create digital sound effects and sound tracks. Readings will cover the history of video and sound technologies, technical theory and technique. The aesthetics of combining audio and video will be considered through introductory discussion of film theory. Guest lecturers from the multimedia industry will showcase their own work and discuss contemporary issues in digital video and sound production.

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

Demonstrate knowledge and understanding of video and sound design theory and practice through the production of sound and video products utilising industry standard software;

Capture, digitise and edit digital sound components;

Shoot, transfer and edit digital video;

Utilise the terminology of digital sound and video production.

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


Class Contact Two hours per week for one semester.
Assessment Sound Montage 20%; Video production 60%; Analysis review 20%

ACM5003 INTERDISCIPLINARY PROJECT
Campus City Flinders.
Prerequisite(s) Nil.
Content This unit of study will revolve around the development of an interdisciplinary group project to prototype stage. Production teams will have the flexibility to identify and research a delivery platform such as: mobile phones, websites, interactive CD ROM, handheld PDAs and prepare workflow documentation and prototype for work with the selected platform. The unit will have two underlying themes. The first theme is the exploration of virtual teamwork, including the examination and use of online collaboration tools and investigation of the skills required by new technology professionals in a global world. The second theme is the exploration of workplace production, including prototype methodologies.

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

Professionally engage as individual researchers collaborating with a team modelled on workplace practice utilising online collaboration tools;

Identify and utilise communication technologies used by contemporary and global production teams;

Apply the methodologies of prototype development in the creation of a product.

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


Class Contact Two hours per week for one semester.
Assessment Project journal delivered by ‘wik’ or ‘blog’ (1500 words) 30%; Group production of a negotiated technology prototype (2500 words) 50%; Oral report with notes (1000 words) 20%.

ACM5004 EMERGING TECHNOLOGIES
Campus City Flinders.
Prerequisite(s) Nil.
Content The first part of the unit of study will investigate how to gather, evaluate, synthesise and apply information about the intersection of technology, culture and the future. Ways of understanding an international audience will then be addressed. Central technology development paths will then be focused on, and understood from both a technical and social perspective. These paths include: convergence of delivery platforms and ubiquitous wireless broadband; the contemporary obsession with community building technologies; and the reliance on trust.

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

Demonstrate a variety of online and other emerging methods of research;

Demonstrate content production skills for a variety of new technologies through practical applications;

Utilise collaborative teamwork and negotiation skills through participating in group projects.

Required Reading There are no required readings for this unit. References will be given to readings throughout the semester for specific topics.
**ACO1001 Principal Study 1.1**

**Campus** Sunbury.

**Prerequisites** Nil.

**Content** This unit of study will develop the technical, interpretive and self-evaluation skills of the student on the instrument of study.

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

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

**Recommended Reading** Texts, scores and recordings as recommended by the specialist teacher.

**Class Contact** Forty-five minutes per week of individual instruction for one semester. Students are also required to do six to eight hours of individual practice each week for one semester.

**Assessment** Progressive assessment 50%. Students will be continually assessed on attendance, maintenance of the practice schedule and development of technical and interpretive skills throughout the semester. Recital 50%.

**Progressive assessment**

- Undertake a recital program comprising 12-15 minutes of music, featuring a repertoire program selected in consultation with the specialist teacher.

**Learning Outcomes**

- Students will demonstrate their developing skills through a short recital comprising 12-15 minutes of music, featuring a repertoire program selected in consultation with the specialist teacher.

**Recommended Reading**


**ACO1002 Principal Study 1.2**

**Campus** Sunbury.

**Prerequisites** ACO1003 Survey of Music

**Content** This unit of study will further develop the technical, interpretive and self-evaluation skills of the student on the instrument of study.

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

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

**Recommended Reading** Texts, scores and recordings as recommended by the specialist teacher.

**Class Contact** Forty-five minutes per week of individual instruction for one semester. Students are also required to do six to eight hours of individual practice each week for one semester.

**Assessment** Progressive assessment 50%. Students will be continually assessed on attendance, maintenance of the practice schedule and development of technical and interpretive skills throughout the semester. Recital 50%.

**Progressive assessment**

- Undertake a recital program comprising 12-15 minutes of music, featuring a program of repertoire selected in consultation with the specialist teacher.

**Learning Outcomes**

- Students will demonstrate their developing skills through a short recital comprising 12-15 minutes of music, featuring a repertoire program selected in consultation with the specialist teacher.

**Recommended Reading**


**ACO1003 Survey of Music**

**Campus** Sunbury.

**Prerequisites** Nil.

**Content** This unit of study 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 unit will also draw on information technologies. Visits to musical events will be included in the program. The unit will include: identifying and investigating different kinds of music such as classical, popular, jazz, rap, reggae etc; observing, participating, performing and 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 sociocultural issues such as race, gender, class, diversity and ability.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Observe, participate in and reflect upon a range of musical genres;
  - Use information and digital technologies which reflect developing understandings about the emerging relationship between music and technology;
  - Explore the contexts within which music functions, such as the impact of political and educational policies on music, sociocultural impacts such as class, race and gender, and non-Western impacts;
  - Advance their technical and interpretive skills on a solo instrument or voice.

**Required Reading**


**Class Contact** Thirty-six hours for one semester comprising three hours per week or equivalent in lectures and workshops.

**Assessment** There are two assessment tasks: A journal which reports three to four different musical events or opportunities. 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 its development, techniques or critical acceptance (1000 words equivalent) 50%.

**Recommended Reading**

- Texts, scores and recordings as recommended by the specialist teacher.

**ACO1004 Music in Society**

**Campus** Sunbury.

**Prerequisites** Nil.

**Content** This unit of study will introduce students to the exploration of music in terms of its cultural, aesthetic, political and social dimensions.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Broaden their understanding of the scope of human musical activity throughout the world;
  - Develop a vocabulary and critical listening skills that will develop the ability to discuss music from an informed critical framework;
  - Understand the ways in which music and identity are linked within social and cultural formations;
  - Identify ways in which popular music has been connected historically to individual places, looking in particular at how this connection has been tied to issues of identity, and how that connection has been expressed in musical terms;
  - Demonstrate an understanding of the role of social and cultural institutions in the development of music;
  - Demonstrate an understanding of the aural and visual culture of music, the ways in which music is produced, and the ways that this research can be documented.

**Required Reading**


Class Contact Two hours per week for one semester.
Assessment In-class writing task 10%; Participation and weekly readings 40%; Essay 50%. (Total EWL 3000 words).

ACO1005 ACOUSTICS
Campus Sunbury
Prerequisite(s) Nil.

Content This unit of study provides an introductory understanding of the vibration of stretched strings and air columns, scales, the voice and the ear, architectural acoustics, and some aspects of the reproduction and transmission of music.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate an introductory understanding of the vibration of stretched strings, air columns, scales, and the voice, architectural acoustics, and some aspects of the reproduction and transmission of music;
  - Develop a working knowledge of the science of sound.


Class Contact One hour per week for one semester.
Assessment Written assignments 50%; Quiz exercises 50%. (Total EWL 3000 words).

ACO1006 ARRANGING
Campus Sunbury
Prerequisite(s) Nil.

Content This unit of study introduces students to the principles and techniques of arranging.

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

- Demonstrate knowledge of the principles and techniques of arranging;
- Produce arrangements for various instruments and voice;


Recommended Reading Garcia, R 1994, The professional arranger composer, Criterion Music, New York. Other texts, scores and recordings as recommended by the unit of study teacher.

Class Contact Ninety minutes per week for one semester.
Assessment Class exercises 60%; Major arrangement 40% (Total EWL 3000 words).

ACO2001 PRINCIPAL STUDY 2.1
Campus Sunbury
Prerequisites ACO1003 Survey of Music.

Content This unit of study will extend the student’s repertoire in a range of established styles of the Western musical tradition, and further develop technical and interpretive ability. The unit will provide students with further experience in, and understanding of, the professional requirements of the music industry.

- Learning Outcomes By On successful completion of this unit, students will be able to:
  - Demonstrate performance skills in a range of established styles;
  - Select and prepare a balanced recital program for performance;
  - Develop and maintain a written practice schedule;
  - Demonstrate sight-reading skills and technical ability;
  - Apply interpretive skills and overall musicianship;
  - Prepare a recital program.

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

Recommended Reading Texts, scores and recordings as recommended by the specialist teacher.

Class Contact Forty-five minutes per week of individual instruction for one semester.
Assessment Project proposal 10%; Project plan 40%; Project log book 50%. (Equivalent EWL 3000 words).

ACO2002 PRINCIPAL STUDY 2.2
Campus Sunbury
Prerequisites ACO2001 Principal Study 2.1.

Content This unit of study will extend the student’s repertoire in a range of established styles of the Western musical tradition, and further develop technical and interpretive ability. The unit will provide students with further experience in, and understanding of, the professional requirements of the music industry.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate performance skills in a range of established styles;
  - Select and prepare a balanced recital program for performance;
  - Develop and maintain a written practice schedule;
  - Demonstrate sight-reading skills and technical ability;
  - Apply interpretive skills and overall musicianship;
  - Prepare a recital program.

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

Recommended Reading Texts, scores and recordings as recommended by the specialist teacher.

Class Contact Forty-five minutes per week of individual instruction for one semester.
Assessment Project proposal 10%; Project plan 40%; Project log book 50%. (Equivalent EWL 3000 words).

ACO2003 NEGOTIATED PROJECT 2
Campus Sunbury
Prerequisite(s) Nil.

Content This unit of study offers an opportunity for students to devise and pursue a self-directed project relating to music performance and/or production. Projects may be independent or collaborative in nature. Students will design and define the nature of the project, the work to be submitted for assessment, and the criteria on which this is to be assessed. Students will be required to submit a written proposal to the unit coordinator defining the project and the required outcomes for consideration, negotiation and approval prior to the commencement of the project. In the first instance, students will receive general instruction about the nature of the project areas and ideas, and guided towards necessary considerations. On approval of the project, students will receive specific guidance during the project through consultation with the unit coordinator.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Plan and develop a project;
  - Develop particular and specialised skills in a variety of areas related to music;
  - Work independently;
  - Demonstrate negotiation and communication skills in relation to the project;
  - Analyse and assess their own skills;
  - Conduct and complete a negotiated program of work.

Required Reading Students will be directed towards relevant and specific texts and other resources appropriate to their projects.

Recommended Reading To be advised by the unit coordinator.

Class Contact Equivalent to two hours per week for one semester.
Assessment Project proposal 10%; Project plan 40%; Project log book 50%. (Equivalent EWL 3000 words).

ACO2004 MUSIC IN SOCIETY 2
Campus Sunbury
Prerequisite(s) Nil.

Content This unit of study includes an investigation of selected musical cultures in a variety of social and political contexts. Popular and traditional music of Western and non-Western traditions will be considered through recordings, videos and ethnographic writings. Emphasis will be placed on the ways in which music shapes, and is shaped by, political life, gender and ethnic identity. Topics to be addressed

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(but not limited to) include: definitions of "popular" in relation to music and culture; high and low culture; popular music and technology - uses, effects and trends; the nature and effects of mass media in relation to music and society; popular music and representation; globalisation and the world music market; cultural exchange, appropriation and imperialism; interpreting popular music - "get the message?" - including an introduction to basic semiotic interpretation.

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

- Demonstrate their understanding of the scope of human musical activity throughout the world;
- Demonstrate an improved vocabulary and critical listening skills that will develop their ability to discuss music from an informed critical framework;
- Understand the ways in which music and identity are linked within social and cultural formations;
- Identify ways in which popular music has been connected historically to individual places, looking in particular at how this connection has been tied to issues of identity, and of the politics of place, and how that connection has been expressed in musical terms;
- Demonstrate their understanding of the role of social and cultural institutions in the development of popular music;
- Demonstrate their understanding of musico-sociological research methods and the ways that this research can be documented.

Required Reading


Recommended Reading

A relevant and up-to-date reading list will be distributed to the class at the beginning of the unit. Students will be directed to a variety of texts, videos and audio sources and online resources such as e-journals and articles.

Class Contact

Two hours per week for one semester comprising a one-hour lecture and a one-hour tutorial.

Assessment

Essay proposal 10%; Essay draft 20%; Essay 70%. (Total EWL 3000 words).

ACP1053 INTRODUCTION TO CREATIVE WRITING

Campus St Albans.

Prerequisite(s) Nil.

Content
This unit of study introduces students to the creative writing strand in the Professional Writing major. The unit focuses on three writing areas — autobiography, short story and short film and teaches key techniques used to write about personal life, short story and short film scriptwriting; and on the stories by established writers and film scripts which have been produced as films.

Professional Writing major. The unit focuses on three writing areas – autobiography, content and representation; globalisation and the world music market; cultural exchange, appropriation and imperialism; interpreting popular music - "get the message?" - including an introduction to basic semiotic interpretation.

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

- Apply their understanding of the above contexts and work practices to their own creative writing practice.
- Explain the historical and contemporary social and industrial contexts of the advertising, journalism and PR industries, and current work practices in these industries;
- Apply their understanding of the above contexts and work practices to their own media writing practice.

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

Class Contact

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

Assessment

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

ACP1054 INTRODUCTION TO MEDIA WRITING

Campus St Albans.

Prerequisite(s) Nil.

Content
This unit of study introduces students to the media writing strand in the major in Professional Writing. The unit focuses on three writing areas — advertising, journalism and public relations — and teaches key techniques used to write advertisements, and news and feature stories for the print media, and to write a range of public relations materials, from media releases to speeches. Students read a variety of media material, ranging from advertisements to news and feature stories from newspapers and magazines, and the speeches of politicians. Lectures focus on the historical development of the media industries, their contemporary context, and the role of the advertising copywriter, journalist and public relations professional in these industries. The unit also features guest lectures by media writers.

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

- Analyse and discuss diverse types of media writing;
- Practise the key elements of advertising copywriting and design, journalistic research and feature writing, and PR writing for media campaigns;
- Explain and critique their own media writing in relation to media writing conventions and to the work of published media writers, and constructively critique the work of their peers;
- Describe the historical and contemporary social and industrial contexts of the advertising, journalism and PR industries, and current work practices in these industries;
- Apply their understanding of the above contexts and work practices to their own media writing practice.

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

Recommended Reading

Class Contact

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

Assessment

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

ACP2001 WEB JOURNALISM

Campus St Albans.

Prerequisite(s) ACP1054 Introduction to Media Writing.

Content
This unit of study introduces students to the conventions and skills of researching and writing for web journalism, and builds on the knowledge and skills in print journalism acquired in ACP1054 Introduction to Media Writing. The unit explores the diversity of contemporary web journalism, with a particular regional focus on Australia and Asia, and combines analysis of web journalism with practical research and writing exercises. The unit also focuses on new participatory forms of web journalism, such as blogs, wikis and citizen journalism. The unit prioritises publication. Students are encouraged to critically evaluate and edit their own and other students' journalistic writing, to submit their work to a Vu web journalism magazine, and to utilise blogs and wikis for publication. Topics covered include: computer-assisted reporting; information credibility; writing for the computer screen; news and feature styles; article structures; story packages and titles; hyper linking, interactivity and functionality; graphics and digital photos; page design; web journalism law. The unit features guest lectures by practising web journalists.

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

- Analyse and discuss diverse types of media writing;
- Identify and discuss the features of computer-assisted reporting (CAR), of information credibility, and of writing for the computer screen;
- Identify the compositional and stylistic elements of different forms of web journalism;
- Apply an understanding of CAR and of web journalism composition and style to web journalism research and writing practice;
- Apply an understanding of the visual elements of web journalism composition to story packaging;
- Submit journalistic writing for web publication.

Required Reading
Web Journalism Unit Reader (available from the Campus bookshop).

Class Contact: 2.5 hours per week over 12 weeks or equivalent.

Assessment: One article 20%; One story package 40%; One collaborative web journalism publication 40%. (Equivalent to 3000 words).

ACP2067 GENDER AND GENRE IN SHORT FICTION
Campus: St Albans, Footscray Park, Melton and Sunbury.
Prerequisite(s): Normally ACP1053 Introduction to Creative Writing; ACP1054 Introduction to Journalism.

Content: This unit of study examines the principles and practices of editing and publishing, with special emphasis on their role in the contemporary society. Students will learn the role of editing in the publishing industry and society in general. Students will learn about the principles and practice of structural editing, copy editing, proofreading and the forms of communication used by editors, designers, authors and printers. It also includes consideration of communications law in relation to editing and publishing, such as copyright law.

Required Reading: To be advised by lecturer.


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

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

ACP2070 EDITING PRINCIPLES AND PRACTICE
Campus: St Albans.

Prerequisites: Normally ACP1053 Introduction to Creative Writing; ACP1054 Introduction to Media Writing.

Content: This unit of study examines the principles and practices of editing and publishing, with special emphasis on their role in the contemporary society. Students will learn the role of editing in the publishing industry and society in general. Students will learn about the principles and practice of structural editing, copy editing, proofreading and the forms of communication used by editors, designers, authors and printers. It also includes consideration of communications law in relation to editing and publishing, such as copyright law.


Class Contact: Thirty hours over one semester, comprising lectures, workshops and tutorials.

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

ACP2080 WRITING AND READING PLACE
Campus: St Albans, Footscray Park, Melton and Sunbury.

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

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

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

ACP2079 PUBLISHING PRINCIPLES AND PRACTICE
Campus: St Albans.

Prerequisites: Normally ACP2070 Editing Principles and Practice

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

Assessment: Group publication project 50%; Publishing proposal 20%; Exam, 30%.
critically with theory and philosophy and to explore the meaning of place through their own writing in a range of genres. This unit of study is available to both Literary Studies and Professional Writing students. Students will be asked to produce a critical essay and a creative work.

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

Required Reading: To be advised by the lecturer.

Recommended Reading:

Required Reading: To be advised by the lecturer.

Recommended Reading:

Required Reading: To be advised by the lecturer.

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Required Reading: To be advised by the lecturer.

Recommended Reading:

Required Reading: To be advised by the lecturer.

Recommended Reading:
ACS1081 BEGINNERS SPANISH A
Campus Footscray Park and St Albans
Prerequisite(s) Nil.
Content The content of this unit of study 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 in other societies and cultures, within the constraints of the content appropriate to a beginners’ unit.
• Learning Outcomes On successful completion of this unit, students will be able to:
  - Engage in simple conversations in Spanish and carry out simple reading and writing tasks;
  - Understand and use a variety of Spanish aural, oral and written texts containing basic grammatical structures in the present tense and idiomatic future, including the reflexive constructions that are in common use amongst Spanish speakers, in the appropriate contexts;
  - Demonstrate knowledge of the basic rules of gender and number agreement, as well as of the basic regular and irregular conjugations in Spanish;
  - Demonstrate a limited understanding of the norms and values of Spanish-speaking societies, and to use common greetings and other exchanges in routine interactions, with a degree of confidence.
Recommended Reading Nil, but students are encouraged to browse through the simplified Spanish readers in the library in their own time.
Class Contact Two two-hour workshops and a one-hour self-directed computer lab session per week.
Assessment Weekly written assignments 25%; End-of-semester written assignments 10%; Writing and presentation of group dialogue 15%; Final aural comprehension exam 15%; Final written exam 35%.

ACS1082 BEGINNERS SPANISH B
Campus Footscray Park and St Albans
Prerequisite(s) ACS1081 Beginners Spanish A or equivalent.
Content This unit of study 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.
• Learning Outcomes On successful completion of this unit, students will be able to:
  - Engage in conversations in Spanish of increasing complexity;
  - Carry out more complex reading and writing tasks;
  - Demonstrate a good knowledge of gender and number agreements, and conjugate verbs appropriately;
  - Use and understand a wider variety of Spanish aural, oral and written texts containing more advanced grammatical structures that include both simple and compound tenses, including the two tenses of the past in common use amongst Spanish speakers.

ACS2005 CONSTRUCTION OF NATIONHOOD IN SPAIN AND LATIN AMERICA
Campus Footscray Park.
Prerequisite(s) Nil. This unit is offered in English, and is available to all students from any discipline. For students doing the Spanish major however, this is a compulsory unit, to be taken at second or third year level.
Content Students 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 civilisations in the Iberian Peninsula and the New World to the often fraught and conflictive creation of modern, democratic farms 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.
Learning Outcomes On successful completion of this unit, students will be able to:
  - Deploy a range of language resources, including specialised vocabulary, to improve their understanding of, and to enable them to discuss with confidence, most of the more important historical, socio-political and economic developments in the construction of nationhood in both Spain and the Latin American region.
Class Contact Three hours per week for one semester, comprising lectures and seminars.
Assessment Weekly written assignments 30%; Individual class presentation and research essay 30%(Oral component, 10%; written component, 20%); Final written exam 40%. A pass in all components of the assessment is required to pass this unit.

ACS2083 INTERMEDIATE SPANISH A
Campus Footscray Park.
Prerequisite(s) ACS1082 Beginners Spanish B or equivalent level of proficiency in Spanish.
Content The content introduced in this unit of study expands students’ understanding and appreciation of the Spanish-speaking world, its customs, traditions and socioeconomic 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 students’ linguistic skills, as well as their cultural understandings of the rich variety of Spanish-speaking countries.
• Learning Outcomes On successful completion of this unit, students will be able to:
  - Use all the grammatical structures outlined above with some degree of confidence;
  - Extend their working vocabulary in the appropriate contexts presented in the course;
  - Understand and respond to, a wide variety of oral, written and aural texts;
  - Understand and use cognates and common idiomatic expressions in their assigned tasks;
  - Summarise the main points of a given text, with guidance from the lecturer;
  - Demonstrate sufficient ‘feel’ for the language to enable them to tackle simple translations from and into Spanish.

Recommended Reading: Butt, J & Benjamin, C A new reference grammar of modern Spanish, Edward Arnold (latest edn). Students are also encouraged to explore the Mundo 21 website.

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 20%; Written passages 10%; End of unit tests 20%; End of unit listening tests 10%; Final written exam 30%; Final aural comprehension exam 10%.

ACS2084 INTERMEDIATE SPANISH B

Campus: Footscray Park.

Prerequisite(s): Intermediate Spanish A (ACS2083) or equivalent level of proficiency in Spanish.

Content: Students will further develop their 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.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Use the grammatical constructions outlined above with confidence, and will have extended their working vocabulary in the appropriate contexts presented in the course;
  - Extend their working vocabulary in the appropriate contexts presented in the unit;
  - Understand and respond to, a wider variety of oral, written and aural texts, be equipped to understand and recognise a larger number of cognates and to use common idiomatic expressions in their assigned tasks;
  - Summarise a text, and/or develop an argument orally and in writing, with some confidence.
  - Acquire a greater feel for the language, through a more in-depth understanding of the communicative functions of the language, to enable them to tackle slightly more complex translations from and into Spanish.


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 20%; Written passages (must complete two minimum) 10%; End of unit tests 20%; End of unit listening test 10%; Final written exam 30%; Final aural comprehension exam 10%.

ACS3085 INTRODUCTION TO TRANSLATING AND INTERPRETING

Campus: Footscray Park.

Prerequisite(s): Intermediate Spanish B or equivalent level of proficiency in Spanish.

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 stylistic variation, which will develop their linguistic skills and cognitive abilities. Some fundamental theoretical notions will be introduced 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 towards the end of the course. The relationship between form and meaning will be emphasised throughout the course, with the main focus on communicating for meaning in all activities.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Undertake interpreting in limited contexts in both simultaneous and consecutive modes;
  - Translate, with the help of dictionaries and other resources, short texts of varying degrees of difficulty, including some technical and literary texts with a certain degree of confidence;
  - Tackle simple interpreting and/or translation activities, backed by sound knowledge of technique, derived from the fundamental theoretical understandings learned throughout the unit;
  - Demonstrate a basic understanding of the nature of the work undertaken by interpreters and translators, as skilled professionals in their own right;
  - Understand these processes as they affect other professionals and their mutual clients, including the ethical dilemmas that may arise in any of these interactions, and intervene in a sensitive and appropriate manner;
  - Work alongside interpreters and translators and/or become further involved in areas such as language services provision or policy.


Class Contact: Three hours per week for one semester comprising classes and seminars.


Recommended Reading: Web links and references: Look up Exitos Commercial website (which includes dictionary and translator links). Also: the Australian-Latin American Business Council website and online magazine, Latam News, and the Latin American Links home page of the Australian Department of Foreign Affairs and Trade available online at: www.dfat.gov.au/lf/links.html; various editorials and business sections of Latin American and Spanish newspapers; local newspapers and magazines.

Class Contact: Three hours per week for one semester comprising classes and seminars.

Assessment: Weekly written assignments 20%; Pair/small group assignments and class presentations 20%; Written chapter quizzes (in-class) 5%; Audio CD telephone dialogue — comprehension questions 5%; Individual class presentation/research essay 30%; End-of-semester exam (open book) 20%. A pass in all components of the assessment is required to pass this unit.

ACS3083 SPANISH IN BUSINESS AND INTERNATIONAL TRADE

Campus: Footscray Park.

Prerequisite(s): Intermediate Spanish B or equivalent.

Content: Students will learn about the organisation 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. 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.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Demonstrate the linguistic skills, knowledge and terminology for conducting business activities in Spanish;
  - Display appropriate linguistic and cross-cultural strategies to understand and participate in specific cultural practices and conventions necessary to conduct business and international trade in and with Spanish-speaking peoples;
  - Summarise business-related texts, orally and in writing, and be able to read and understand business correspondence, including marketing reports and advertising, export and import documents, accounting statements and banking and finance documentation in Spanish;
  - Better understand cultural appropriateness in business transactions and meetings involving Spanish-speaking individuals and corporations;
  - Better understand the role of global institutions regulating trade and finance and their effect on Spanish-speaking countries, their relation with Australia, and with the international community.


Recommended Reading: Web links and references: Look up Exitos Commercial website (which includes dictionary and translator links). Also: the Australian-Latin American Business Council website and online magazine, Latam News, and the Latin American Links home page of the Australian Department of Foreign Affairs and Trade available online at: www.dfat.gov.au/lf/links.html; various editorials and business sections of Latin American and Spanish newspapers; local newspapers and magazines.

Class Contact: Three hours per week for one semester comprising classes and seminars.

Assessment: Weekly written assignments 20%; Pair/small group assignments and class presentations 20%; Written chapter quizzes (in-class) 5%; Audio CD telephone dialogue — comprehension questions 5%; Individual class presentation/research essay 30%; End-of-semester exam (open book) 20%. A pass in all components of the assessment is required to pass this unit.

ACS3082 INTRODUCTION TO TRANSLATORS AND INTERPRETERS

Campus: Footscray Park.

Prerequisite(s): Intermediate Spanish B or equivalent.

Content: This unit is accessible to students with no previous knowledge of the discipline of interpreting and translation.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Work alongside interpreters and translators and/or become further involved in areas such as language services provision or policy.
  - Better understand the role of global institutions regulating trade and finance and their effect on Spanish-speaking countries, their relation with Australia, and with the international community.
  - Summarise business-related texts, orally and in writing, and be able to read and understand business correspondence, including marketing reports and advertising, export and import documents, accounting statements and banking and finance documentation in Spanish.
  - Better understand cultural appropriateness in business transactions and meetings involving Spanish-speaking individuals and corporations.


Recommended Reading: Web links and references: Look up Exitos Commercial website (which includes dictionary and translator links). Also: the Australian-Latin American Business Council website and online magazine, Latam News, and the Latin American Links home page of the Australian Department of Foreign Affairs and Trade available online at: www.dfat.gov.au/lf/links.html; various editorials and business sections of Latin American and Spanish newspapers; local newspapers and magazines.

Class Contact: Three hours per week for one semester comprising classes and seminars.

Assessment: Weekly written assignments 20%; Pair/small group assignments and class presentations 20%; Written chapter quizzes (in-class) 5%; Audio CD telephone dialogue — comprehension questions 5%; Individual class presentation/research essay 30%; End-of-semester exam (open book) 20%. A pass in all components of the assessment is required to pass this unit.
semesters, plus individually arranged mentoring time with first year students (for mentoring assignment).

Assessment
Weekly written assignments, including translation exercises 20%;
Class translation exercises 10%;
Interpreting simulations/role playing (in-class) 10%;
Group Translation project (class presentation/written assignment) 20%;
Individual Translation project and class presentation (oral presentation/10%, written assignment/20%) 30%;
Mentoring/language enrichment pair work (with first-year level students) 10%.
A pass in all components of the assessment is required to pass this unit.

ACS3086 ADVANCED SPANISH TEXT AND CONTEXT

Campus Footscray Park.

Prerequisite(s) Intermediate Spanish B (ACS2084) or equivalent level of proficiency in Spanish. This is a compulsory third year unit for students taking the Spanish major.

Content
The content of this unit focuses on developing language proficiency in a variety of contexts, using a range of oral and written texts designed to demonstrate and elicit specialised vocabulary, appropriate idiom and adequate register in a number of selected domains. The unit emphasises the importance of viewing the production of texts — whether written or oral — as a process, rather than as a product, encouraging students to reflect on the communicative nature of the activity and the purpose of the particular text they want to produce, as the result of interaction between the writer/producer of the text and their intended reader/audience.

The unit has a special focus on the different stages that will have to be considered for a text to achieve its purpose and communicate its message, with attention to elements of form (grammar, vocabulary, structure, spelling, accentuation), content (ideas and message conveyed clearly) and style (narrative, descriptive, expository, argumentative, etc.), as well as the needs and constraints of the particular communicative configuration (situation) in which a given text is produced. A similar approach will inform students’ oral tasks and presentations, whether group or individual.

A novel feature of this unit is the introduction of peer-review writing, involving a progression, from students working together in pairs to brainstorm ideas and to check and revise each other’s drafts and those produced by other classmates, to the final stages of revision and group editing. Students will then be expected to revise, proofread and edit their own work individually, thus further developing their skills and confidence as writers and producers of texts.

• Learning Outcomes On successful completion of this unit, students will be able to:
  Equip students to use a range of resources to create a sustained piece of writing on a given topic or with minimum supervision.
  Edit their writing for grammatical mistakes and in order to produce a more refined, consistent piece, which should ideally approximate the expression of a native speaker of the language.
  Engage in oral argumentation and exposition and will be able to sustain conversations at an advanced level, demonstrating a high level of language comprehension and production, and using native-like pronunciation and intonation.
  Read and understand most texts, including those of some degree of technical and specialised complexity, without difficulty and to summarise the contents adequately.
  Translate without grammatical mistakes, most standard texts, into and from

Required Reading
Valdés, G. el al 2004, Diccionario de las dudas, y dificultades de la lengua Española, DR Ediciones Eru, S.A., México. 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.

Relevant Reading

Class Contact
Three hours per week for one semester comprising classes and seminars.

Assessment
Weekly written assignments (handed in on time) 30%;
Weekly presentation of individual assigned readings 10%;
Group project/class presentation 20%;
Individual class presentation (also submitted in writing) 30%;
Short story workshop (guided story-writing in class) 10%.

ACS3087 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 some poetry selections written by Latin American authors, mostly in contemporary times. The selections are presented in chronological progression, and the specific temporal features of the context in which they are situated will be highlighted, 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 reflect some of the issues and preoccupations that have occupied writers in different regions of Latin America in different historical times, offering students a wide range of stylistic 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, engaging students in group discussions and projects.

• Learning Outcomes On successful completion of this unit, students will be able to:
  Discuss, in Spanish, representative Latin American literary texts, and particularly short stories, with greater understanding and appreciation of the complexity of cultural meanings encoded in such texts;
  Understand the importance of the profound connections between language, landscape, memory and identity, as the stories and poems under examination highlight the range of registers and regional variations deployed by various authors in different temporal and spatial contexts;
  Recognise subtleties of tone and other discursive devices in a range of written texts, leading to a better appreciation of authorial voice and intentionality, and to an enhanced critical understanding of the salient stylistic features in the Latin American short stories examined;
  Have, as a result of their own reflections of the content of the unit, a wider understanding of Latin American literature and culture in general.

Required Reading
Book of Readings, plus: García Márquez, G, El Corazón no tiene quien le escriba, Bonechi Editores, Barcelona, or latest annotated edition. Fuentes, C, Auro, DR Ediciones Era, SA de CV, México. Pacheco, JE, Las batallas en el desierto, DR Ediciones Era, S.A., México. 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.

Recommended Reading

Class Contact
Three hours per week for one semester comprising classes and seminars.

Assessment
Weekly written assignments (handed in on time) 30%;
Weekly presentation of individual assigned readings 10%;
Group project/class presentation 20%;
Individual class presentation (also submitted in writing) 30%;
Short story workshop (guided story-writing in class) 10%.

ACS3088 CINEMA IN SPAIN AND LATIN AMERICA

Campus Footscray Park.

Prerequisite(s) None. This unit is offered in English, and is available to all students from any discipline. For students doing the Spanish major however, this is a compulsory unit, to be taken at second or third year level.

Content
The unit 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 Spanish-speaking countries such as Spain, Mexico, Argentina and Cuba, where strong industries developed, albeit with somewhat chequered histories.
• Learning Outcomes On successful completion of this unit, students will be able to: Acquired the linguistic resources and the necessary cultural and historical knowledge to understand, analyse and discuss films produced in Spanish-speaking countries, developing the ability to scan films for their semiotic content and relate this understanding to their specific cultural and socio-political content.
• Understand the cultural, socio-political, and commercial forces that have shaped and are continuing to shape the development of this form of communication.
• Have a better understanding of the market determinants and commercial imperatives of Spanish-speaking filmmaking, as a separate industry that has been endeavouring to position itself outside the dominant Hollywood industry.
• Apply these understandings to a variety of cultural productions, to other disciplines in their studies, and to their dealings with Spanish speakers, in both formal and informal environments.

Recommended Reading
Ayala Blanco, J 1993, La aventura del cine Mexicano: en la época de oro y despoes, Editorial Grijalbo, SA de CV, Mexico (including section in English).

Class Contact Three hours per week for one semester, comprising classes, screening workshops and seminars.

Assessment Weekly written answers to questions discussed in class 50%; Group presentation in class 20%; Individual class presentation/written assignment 30%
A pass in all components of the assessment is required to pass this unit.

ACT1002 PERFORMANCE (RE)MAKING
Campus Footscray Park
Prerequisite(s) Nil.

Content This unit of study exposes students to a range of contemporary performance, dance and drama through attending and/or viewing documentation of selected performances. Students will be asked to construct a performed response to these works either as a solo or group presentation. It provides students with an understanding of the cultural context of the performance and how that changes through (re)sitting, (re)presenting and (re)interpretation. It broadens their understanding of what a performance, dance or drama could be.

• Learning Outcomes On successful completion of this unit, students will be able to: Critically analyse and articulate through performance aspects of composition in dance, drama and performance;
• Demonstrate an introductory understanding of the range and depth of contemporary performance, dance and drama;
• Analyse the internal structure and substance of a number of live contemporary performances, including dance and drama;
• Demonstrate ways in which performances are constructed and how performances may be re-makings of other performances.


Recommended Reading

Journals About Performance

Class Contact This unit of study 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 unit intensively over the first four weeks of semester one so that students will take 15 hours per week for four weeks.

Assessment Progressive assessment (attention to and completion of practical tasks and processes within workshop classes) 50%; Documentation of process 20%; Presentations 30%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.
ACT2001 PERFORMANCE: SELF
Campus Footscray Park
Prerequisite(s) Nil.
Content This unit of study exposes students to existing artistic practices concerned with using one's self as the catalyst for performance-making in dance, theatre and performance. Students will investigate the interplay between imagination and memory through a range of processes and strategies to generate and organise their own and others work.
• Learning Outcomes On successful completion of this unit, students will be able to: Identify and articulate diverse ways in which notions of self are being explored in a dance, theatre and performance context; Utilise their own memory and imagination in constructing dance, theatre and performance material; Develop a range of performance elements in voice and movement, dance and theatre; Develop a practice of observation and discussion of their own and others' work in verbal and written forms.
Class Contact This unit of study will comprise the equivalent of five hours contact per week for one semester, including workshop, seminar, rehearsal and performance.
Assessment Progress assessment (attention to and completion of practical tasks and processes within workshop classes) 50%; Presentations 30%; Documentation and evaluation of process 20%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.
Class Contact This unit of study will comprise the equivalent of five hours contact per week for one semester, including workshop, seminar, rehearsal and performance.
Assessment Progress assessment (attention to and completion of practical tasks and processes within workshop classes) 50%; Presentations 30%; Documentation and evaluation of process 20%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACT2002 CRITICAL PRACTICE A
Campus Footscray Park
Prerequisite(s) Nil.
Content These units of study represent an elective stream within the Performance Studies degree. Students will be able to take one or all of these units, or any other units of study from within the University subject to the approval of the Course Coordinator. The Critical Practice electives are designed to allow the Performance Studies unit to offer important practitioners and theorists a chance to pursue specific projects with students. These may include traditional academic work, small scale performance projects, and intensive practical/technical sessions. Like the Performance Studios their content will be driven by the expertise and interests of the practitioner and/or theorist. These projects represent a chance for students to explore the intersection of diverse contemporary cultural theories, performance, and performance techniques without the demands of large-scale performance. This intersection can be crucial for students' understanding of performance processes, contexts and politics.
• Learning Outcomes On successful completion of this unit, students will be able to: Synthesise and articulate current critical thinking and practice in significant areas of the arts, sciences and humanities in verbal, written, and other performance forms; Demonstrate the complex contextual and conceptual role of dance, drama and performance in contemporary critical thought.

ACT2003 PERFORMANCE: OTHERS
Campus Footscray Park
Prerequisite(s) Nil.
Content This unit of study provides students with a developmental practice in relation to working with, on, or for others in a performance or dance and theatre context. Structures will be provided that allow for the development and communication of student ideas physically, verbally and written form to others. Dynamics and range of the relationship of self to others will be explored in performance, social and cultural contexts.
• Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate, in greater detail, an understanding of material introduced in first semester in the unit Performance: Self;
  - Employ a range of strategies to work collaboratively on performance or dance and theatre material;
  - Communicate ideas physically, verbally and in a written form to others;
  - Investigate a range of perspectives in the relationship of self and others;
  - Apply an ongoing practice of listening through improvisation structures.


**Class Contact** This unit of study will comprise the equivalent of 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%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

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**ACT2004 CRITICAL PRACTICE B**

**Campus Footscray Park**

**Prerequisite(s)** Nil

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

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


**Assessment** Progressive assessment (attention to and completion of practical task and processes within workshop classes): 50%; Presentations: 30%; Documentation and evaluation of process 20%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.
ACT2005 PERFORMANCE STUDIO A

Campus Footscray Park.

Prerequisite(s) Nil.

Content The content for the unit of study will be determined by the individual lecturer in consultation with the Course Co-ordinator. Content will be drawn from a wide range of possibilities, including: a consideration of the relationships between written text and performer and written text and audience; the redefinition of space through the placement and manipulation of two and three dimensional elements, sound and light and a consideration of the relationships and engagement of viewers with the work and how it is activated or mediated by them; processes for the selection and transformation of either movement material, written text, visual imagery, memory, and/or sound into a performance; exploration of the ways in which visual images can be included within a performance, and the use of each visual technology in the composition of a work; basic concepts of sound, hearing and the vibratory nature of the human body and an understanding of the language of music through practical exercises in traditional and contemporary forms.

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


Class Contact Five hours of workshops.

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

ACT2006 PERFORMANCE STUDIO B

Campus Footscray Park.

Prerequisite(s) Nil.

Content The content for this unit of study will be determined by the individual lecturer in consultation with the Course Co-ordinator. Content will be drawn from a wide range of possibilities, including: a consideration of the relationships between written text and performer and written text and audience; the redefinition of space through the placement and manipulation of two and three dimensional elements, sound and light and a consideration of the relationship and engagement of viewers with the work and how it is activated or mediated by them; processes for the selection and transformation of either movement material, written text, visual imagery, memory, and/or sound into a performance; exploration of the ways in which visual images can be included within a performance, and the use of each visual technology in the composition of a work; basic concepts of sound, hearing and the vibratory nature of the human body and an understanding of the language of music through practical exercises in traditional and contemporary forms.

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


Class Contact Five hours of workshops.

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

ACT2007 PERFORMANCE STUDIO C

Campus Footscray Park.

Prerequisite(s) Nil.

Content The content for the unit of study will be determined by the individual lecturer in consultation with the Course Co-ordinator. Content will be drawn from a wide range of possibilities, including: a consideration of the relationships between written text and performer and written text and audience; the redefinition of space through the placement and manipulation of two and three dimensional elements, sound and light and a consideration of the relationship and engagement of viewers with the work and how it is activated or mediated by them; processes for the selection and transformation of either movement material, written text, visual imagery, memory, and/or sound into a performance; exploration of the ways in which visual images can be included within a performance, and the use of each visual technology in the composition of a work; basic concepts of sound, hearing and the vibratory nature of the human body and an understanding of the language of music through practical exercises in traditional and contemporary forms.

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

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


**Class Contact** Five hours of workshops.

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

**ACT2020 EXPERIMENTAL ANATOMY FOR DANCE**

**Campus Footscray Park**

**Prerequisite(s) Nil.**

Content This studio-based, practical unit aims to establish a foundation for the recognition, understanding and development of the students’ potential for movement and dance performance. The unit introduces somatic approaches to dance and movement education, with an emphasis on ideokinetic method. Students are engaged in a creative learning process in which the development of an intellectual understanding of the structural balance of the body is integrated with the experience of moving. Content: exploration of selected approaches to body awareness and integration and their implications for dance training, education and performance; mechanisms of movement, focusing on skeletal and neuromuscular organisation; the development of anatomical imagery for alignment and movement; exploration of anatomical imagery as a support and stimulus for dance/movement, through improvisation and exploration of body structures.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate knowledge and understanding of the basic anatomical structure of the body;
  - Demonstrate an understanding of significant kinesiological concepts;
  - Demonstrate basic knowledge, understanding and skill in movement analysis from an anatomical base;
  - Demonstrate an increased awareness of, and responsiveness to, kinaesthetic experience.


Class Contact Two 90-minute laboratory sessions or workshops per week.

Assessment Progressive assessment (attention to and completion of practical tasks and processes within workshop classes) 20%; Log book or other form of documentation of process 10%; Design, develop and present an experiential anatomy/movement lesson (small group task) 40%; Reflective report students will submit a report which identifies key ideokinetic principles/methods and their impact upon students' developing movement awareness and skill 30%; EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACT3020 PERFORMANCE HISTORIES
Campus Footscray Park
Prerequisite(s) Nil

Content This unit of study examines the origins and evolution of performance with an emphasis on the 20th century. A focus on the practitioners involved in the making of performance will be examined 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.

• Learning Outcomes On successful completion of this unit, students will be able to: Provide an overview of the experimental process of performance making through a study of practitioners who were the 'avant-garde' of their time;
• Identify the ways in which performance history is constructed;
• Examine the diversity of performance in relation to cultural/political/technological influences;
• Demonstrate skills in applying historical examples of performance through the recognition of the relationship to personal experience;
• Demonstrate skills in presenting and discussing complex ideas;
• Demonstrate skills in essay writing and the presentation of complex ideas in written form;
• Demonstrate skills in library and internet research.

Required Reading A Unit reader will be made available to students prior to classes commencing.


Class Contact Three hours per week for one semester comprising one 90-minute lecture and one 90-minute tutorial.

Assessment Progressive assessment (attention to and completion of reading and written tasks within tutorial and seminar classes) 40%; Presentations 30%; Essays 30%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACT3021 CRITICAL PRACTICE C
Campus Footscray Park
Prerequisite(s) Nil

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

• Learning Outcomes On successful completion of this unit, students will be able to: Develop techniques for writing for the theatre/performance in both solo and collaborative forms;
• Extend their skills in creative writing through exposure to a number of creative writing techniques;
• Demonstrate skills in journal-writing through keeping a journal of creative work and notes made throughout the term;
• Demonstrate skills in analysing and giving feedback on the work of other students.
Students will undertake a sustained process of experiment, research and rehearsal in art, site-specific performance or other related art-form), either singly or in groups. Learning Outcomes On successful completion of this unit, students will be able to:

• Demonstrate the basic performance elements of moving, seeing, vocalising, speaking, touching and proxemics;

• Apply advanced skills to improvising alone and with others;

• Apply an advanced embodied understanding of textual, visual and kinetic performance modes.

Required Reading A Class reader will be provided with extracts from:

ACT3025 GRADUATING SEMINAR ARCHIVE 2
Campus Footscray Park.
Prerequisite(s) Nil.

Content This unit of study is designed to integrate knowledge from the preceding theoretical and historical units with current issues in performance and the students’ concerns in their own major performance-making projects. It is designed to provide students with the opportunity to view the role of performance in society from an informed and multidisciplinary 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 multidisciplinary approach and applying the broad range of knowledge acquired in preceding undergraduate units of study. The unit aims to provide a forum for the discussion of theoretical issues arising from students’ past, present and future personal work and for linking their personal work to concerns in contemporary performance, performance theory and cultural theory. This forum also aims to: foster an awareness of the historical and ideological contexts of students’ performances, performance analyses and theoretical arguments; 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.

- Learning Outcomes On successful completion of this unit, students will be able to: Apply an integrated knowledge of the preceding theoretical and historical units and current issues in performance and the students’ concerns in their own major performance-making projects;
- Reflect and report on the role of performance in society from an informed and multidisciplinary perspective;
- Demonstrate an articulated theoretical position on their own past, present and future performance work;
- Demonstrate abilities in the multidisciplinary analysis of current issues and problems in the field of performance;
- Articulate the theoretical issues arising from their past, present and future personal work and their links to concerns in contemporary performance, performance theory and cultural theory;
- Demonstrate an awareness of the historical and ideological contexts of their performances, performance analyses and theoretical arguments;
- Mark their own positions in relation to theoretical and performative contexts;
- Demonstrate wide reading in, and a broadly-conceived range of allusions to, diverse critical and performance schools and approaches.

Required Reading The lecturer will issue a Class reader with extracts from the following:


Class Contact Three hours comprising one 90-minute lecture and one 90-minute tutorial/Workshop.

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

ACT3026 PERFORMANCE AND IDENTITY
Campus Footscray Park
Prerequisite(s) Nil.

Content This unit of study 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.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate a basic understanding of a range of contemporary theoretical positions and artistic practices that explore the notion of “identity”;
  - Analyse links between theoretical positions on identity and experiences drawn from their own lives;
  - Apply compositional principles with the construction of identities to their own performance making practice;
  - Research and present in essay form, complex theoretical ideas pertaining to the construction of identity.

Required Reading
- Recommended Reading

Class Contact 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%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACT3027 THE BODY AND REPRESENTATION
Campus Footscray Park
Prerequisite(s) Nil.

Content This unit of study will examine ideas and representations of ‘the body’ and their impact on performance-making and analysis. The aims of this unit 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;
and 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.
• Learning Outcomes On successful completion of this unit, students will be able
to: Identify and discuss a range of modern critical approaches to the body;
• Demonstrate skills in the application of complex theoretical ideas, pertaining to
the body and its representation, to everyday life;
• Demonstrate skills in presenting and discussing complex ideas;
• Apply skills in essay writing and the presentation of complex ideas in written
form;
• Demonstrate skills in library and internet research.
Required Reading To be advised by lecturer.
Recommended Reading Barbo, E & Savarase, N 1991, A dictionary of theatre
anthropology: the secret art of the performer, Routledge, London. Blonsky, M (ed)
Cartographies: poststructuralism and the mapping of bodies and spaces, Allen and
Unwin, Sydney. Featherstone, M Hayworth, M & Turner, BS (eds) 1991, The body:
social process and cultural theory, Sage Publications, London. Feher, M, Naddaf, R &
Tazi, N (eds) 1989, Fragments for a history of the human body, (3 Vols), Urzone Inc,
M 1987, The body in the mind: the bodily basis of meaning, imagination and reason,
The University of Chicago Press, Chicago. Lecercle, JJ 1985, Philosophy through
the looking glass: language, nonsense, desire, Open Court, La Salle, Illinois. Reinelt, JG &
Roach, JR (eds) 1992, Critical theory and performance, University of Michigan Press,
Ann Arbor. Scarry, E 1985, The body in pain: the making and unmaking of the world,
Oxford University Press, New York or Oxford. Stafford, BM 1991, Body criticism:
Class Contact 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%. Total EWL
3000 words. Students must attend 80% of classes to be considered for a mark.

ACT4021 HONOURS PROJECT (PART-TIME)
Campus Footscray Park
Prerequisite(s) Nil.
Content The Honours Project is an opportunity for students to acquire and
demonstrate the knowledge and skills required to independently conceptualise,
design, carry out and evaluate a performance research work. This unit of study allows
the presentation of: a formal thesis of normally between 7000 and 15,000 words;
or a formal performance or performance-art composition together with an appropriate
performance or composition record (for example, video-recording, script or plan of
performance); or some combination of the above (for example, the documentation
and analysis of a performance); or some combination of the above (for example, the documentation
and analysis of a performance) as agreed by the student and supervisor.
• Learning Outcomes On successful completion of this unit, students will be able
to: Demonstrate competence as an independent researcher in the field of
performing arts;
• Apply their performance-related research and professional expertise beyond the
pass degree level;
• Demonstrate preparedness for entry into research-oriented graduate courses in
performance studies.
Required Reading To be determined by the supervisor in consultation with the
student.
Recommended Reading To be determined by the supervisor in consultation with the
student.
Class Contact The research process will be monitored by regular meetings with the
supervisor in light of the agreed-upon project proposal.
Assessment The final project will be examined by two individuals 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 his/her assessment of the thesis: pass without further examination;
pass unit of study with corrections to the satisfaction of the School’s Honours Courses
Committee; deferred for resubmission after major revision; fail. In the event that
there is a major disagreement between the examiners, a third examiner will be
appointed.

ACU2007 LOVE, SEXUALITY AND SUBJECTIVITY
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study explores the ideas of love and Eros and deals with their
uses and transformations throughout 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 unit begins with the concept of love and Eros in antiquity.
It proceeds with an examination of the Christian formulations of the subject and the
role they have played within western cultures in the emergence of modern forms
of subject relationships. The unit deals with cultural/civilisation differences in the
construction of love and sexuality by looking at classical and contemporary accounts
in other societies. The unit also examines two seminal western texts: Freud’s
Civilisation and its Discontents and Foucault’s History of Sexuality and encompasses
contemporary and cross-cultural perspectives. The unit of study ends with an account
of contemporary attempts to both represent and theorise modes of love, body,
sexuality and subjectivity.
Required Reading To be advised by lecturer.
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 mixed-mode delivery.
Assessment Written assignments 20%; Film evaluation 40%; Seminar paper 40%.

ACV1001 BASIC VIETNAMESE A
Campus Footscray Park.
Prerequisite(s) This unit of study is offered at both undergraduate and postgraduate
levels.
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 emphasis is on the
development of listening and speaking skills. In addition, students are introduced
to basic information regarding the society of Vietnam. The cultural aspects of the
language are an integral part of the unit.
• Learning Outcomes On successful completion of this unit, students will be able
to: Greet others, introduce themselves, ask for and give directions, and engage in simple conversations in Vietnamese.

**Required Reading** Vietnamese Reader and handouts.


**Class Contact** Four hours per week for one semester, comprising two two-hour seminars.

**Assessment** In-Class 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 Basic Vietnamese A or equivalent language level.

**Content** This unit of study, which is the continuation of ACV1001 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.

- Learning Outcomes On successful completion of this unit, students will be able to: Use the Vietnamese language in simple conversations;
- Read and write short paragraphs, notes and messages in Vietnamese;
- Demonstrate skills sufficient to move onto the intermediate level.

**Required Reading** Vietnamese Reader and handouts.


**Class Contact** Three hours per week for one semester, comprising two two-hour seminars.

**Assessment** In-class 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)** Normally ACV1001 Basic Vietnamese 2 or equivalent language level.

**Content** This unit is a continuation of ACV1001 Basic Vietnamese A and ACV1002 Basic Vietnamese B. It is designed for students who have some knowledge of spoken and written Vietnamese and who wish to further enhance their skills. It aims to develop students’ communicative skills in listening, reading, speaking, and writing while further developing their general understanding of the culture. Topics for conversations are everyday life situations and issues in Vietnam as well as in the Vietnamese community in Australia. Audio/visual videos and similar materials are used to enhance students’ listening skills.

- Learning Outcomes On successful completion of this unit, students will be able to: Engage successfully in basic conversations;
- Read and understand simple texts;
- Write short compositions about their lives;
- Demonstrate an understanding of contemporary Vietnamese society and culture.

**Required Reading** Vietnamese Reader and handouts.


**Class Contact** Four 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%.

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**ACV2002 INTERMEDIATE VIETNAMESE B**

**Campus** Footscray Park.

**Prerequisite(s)** ACV2001 Intermediate Vietnamese or equivalent language level.

**Content** This unit of study 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 unit, students will be able to express themselves with confidence on a wide range of subjects.

- Learning Outcomes On successful completion of this unit, students will be able to: Express themselves with confidence on a wide range of subjects;
- Read Vietnamese newspapers with the aid of a dictionary;
- Write short essays on several topics.

**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%.

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**ACV3001 VIETNAMESE CULTURE AND SOCIETY**

**Campus** Footscray Park.

**Prerequisite(s)** Nil.

**Content** This unit of study is designed to introduce students to Vietnamese culture and society from the earliest times to the present with special attention paid to traditional Vietnamese ways of thinking, behaving and 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 the Vietnamese community in Australia. Topics to be addressed in this unit include: history, politics, religions and customs; the dialogue between community-oriented attitude and individualism or the Vietnamese 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.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate an understanding of Vietnamese culture and society, both historical and contemporary;
  - Demonstrate an understanding of the Vietnamese modes of experience in thinking, feeling, valuing and perceiving themselves and the external world;
  - Demonstrate an understanding of comparative civilisations and cross-cultural environments;
  - Work with Vietnamese people in Vietnam and abroad, including Australia.


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

**Assessment** Film/book review (1000 words) 20%; Essay (2000 words) 40%; End-of-semester examination 40%.

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**ACV3002 VIETNAM: GLOBALISATION, DIASPORA AND IDENTITY**

**Campus** Footscray Park.

**Prerequisite(s)** Nil.

**Content** This unit of study is designed to introduce students to contemporary
Vietnamese culture and society, particularly since the end of the Vietnam War (1975) after which Vietnam faced two striking phenomena: the impact of increased globalisation and the establishment of the Vietnamese diaspora. In both cases, Vietnamese people have had to define and redefine their identity. This process of defining and redefining identity is reflective of on the one hand, the cultural construction undertaken by Vietnamese people during the post-war era; and on the other hand, the interaction between Vietnam and the world. Topics include: the culture of war; the politics of globalisation and poetics of diaspora; the postcolonial mentality; post-communist culture; the link and dialogue between diaspora and homeland; the concept of identity as a cultural product; the changing face of ‘Vietnameseeness’; 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.

- Learning Outcomes
  - On successful completion of this unit, students will be able to: Demonstrate an understanding of continuity and change in Vietnamese culture and society after the Vietnam War;
  - Demonstrate an understanding of the impact which the Vietnamese culture of war left on post-war Vietnam;
  - Demonstrate an understanding of the impact of globalisation on Vietnamese society;
  - Demonstrate an understanding of the relationship between the Vietnamese diaspora and their homeland;
  - Demonstrate an understanding of the politics of globalisation and diaspora generally;
  - Work with Vietnamese people in Vietnam and abroad, including Australia.

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 (1000 words) 20%; Essay (2000 words) 40%; End-of-semester examination 40%.

ACV3011 VIETNAMESE FOR BUSINESS
Campus Footscray Park.

Prerequisite(s)
- ACV2002 Intermediate Vietnamese B or equivalent language level.

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

- Learning Outcomes
  - On successful completion of this unit, students will be able to: Demonstrate acquaintance with the mercantile practice and terminology needed for understanding the business usage of the Vietnamese-speaking world;
  - Write business letters and documents;
  - Understand the Vietnamese business culture.

Required Reading
- To be advised by lecturer.

Recommended Reading

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 (1500 words) 30%; End-of-semester examination (oral and written) 40%.

ACV3013 VIETNAMESE FOLKLORE
Campus Footscray Park.

Prerequisite(s)
- ACV3011 Vietnamese for Business, or equivalent language level.

Content
- Designed for students who have already completed a two year beginners stream or three years of secondary school Vietnamese or obtained some equivalent qualifications, this unit of study is an in-depth study of Vietnamese culture as seen in the folk literature, arts and festivals. It aims at further development of overall language proficiency through work on reading and to enhance students’ understanding of the set of basic values underpinning ways of thinking and social interaction, including the use of language within the Vietnamese community. It also aims to enrich the students’ vocabulary and to enable them to use the Vietnamese language with accuracy. A systematic overview of Vietnamese grammatical and syntactic structures is introduced. Vietnamese is the main medium of instruction.

- Learning Outcomes
  - On successful completion of this unit, students will be able to: Understand Vietnamese traditions, beliefs and customs;
  - Read complex writings in Vietnamese;
  - Write long essays in Vietnamese.

Required Reading

Recommended Reading

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

Assessment
- In-class exercises 40%; Essay (1500 words) 30%; End-of-semester examination 30%.

ACV3022 VIETNAMESE FILM AND MEDIA
Campus Footscray Park.

Prerequisite(s)
- ACV3013 Vietnamese Folklore or equivalent language level.

Content
- This unit of study provides an interdisciplinary understanding of the historical, social, cultural and linguistic aspects of Vietnamese film and media. Films, videos and journalistic texts are studied in terms of their cultural background, their treatment of reality, and their aesthetics. Emphasis is placed on textual analysis, paying close attention to the use of language, from verbal to non-verbal, the stylistic conventions, and the relationship between the media, culture and society. At the end of the semester, students are expected to have a basic understanding and appreciation of cinematic form and Vietnamese society and culture as reflected in film and media, and to be able to analyse visual and written texts, and present ideas clearly. Conducted in Vietnamese.

- Learning Outcomes
  - On successful completion of this unit, students will be able to: Demonstrate acquaintance with the mercantile practice and terminology needed for understanding the business usage of the Vietnamese-speaking world;
  - Use analytical and interpretative skills;
  - Write satisfactory book/film reviews and essays in Vietnamese.

Required Reading
- Bui Duc Tinh 1992, Ngung Bac Dau Gia Bao Ch, Truc Thuyet va Tho Mai, Nha Xuat Ban Tp HCM, Ho Chi Minh City.

Recommended Reading


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%.

ACV3023 VARIATION AND CHANGE IN THE VIETNAMESE LANGUAGE
Campus Footscray Park.

Prerequisite(s)
- ACV3013 Vietnamese Folklore or equivalent language level.

Content
- This unit of study is a continued study of fundamental Vietnamese semantics and grammar. It is designed to provide students with a better understanding of the Vietnamese language in terms of its historical development and its geographical variations. Selected readings and audiovisual materials are chosen in order to enhance students’ familiarisation of Vietnamese register and style in a variety of contexts. Dialects in Vietnamese and the Vietnamese language as spoken and written in Australia are studied. Conducted in Vietnamese.

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ACV3031 SURVEY OF VIETNAMESE LITERATURE
b:= Campus Footscray Park.
Prerequisite(s) ACV3012 or equivalent language level.
Content This unit aims to introduce students to the development of Vietnamese literature from the beginning to the 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.
• Learning Outcomes On successful completion of this unit, students will be able to: Be familiar with selected writers and major trends in classical Vietnamese literature;
• Be able to undertake analysis and interpretation of literary texts;
• Be able to write essays on a wide range of topics;
• Be able to use Vietnamese material for further research.
Required Reading Hoa Thanh & Hoai Chan 1994, This/VN/That VN, Dai Nam, Glendale.
Class Contact Three hours per week for one semester, comprising one one-hour lecture and one two-hour seminar.
Assessment Book review (1000 words), 30%; Essay (1500 words), 40%; End-of-semester examination 30%.

ACV3032 SPECIAL TOPICS IN VIETNAMESE LITERATURE
Campus Footscray Park.
Prerequisite(s) ACV3013 Vietnamese Folklore or equivalent language level.
Content Advanced reading, essay writing, book review, discussion and other activities aim to give students increased confidence and pleasure in their speaking, reading and writing. Themes and texts will vary from year to year, depending on students’ interest, and will be drawn from the following topics: love, gender, war, colonialism and postcolonialism in Vietnamese literature; influences of China and the West on Vietnamese literature; the historical development of genres; tradition and innovation in 20th century Vietnamese literature, etc. Attention will be devoted to both aesthetic and ideological aspects of literature. Works of prose and poetry will be read in conjunction with discussions of the social conditions of the time. Conducted in Vietnamese.
• Learning Outcomes On successful completion of this unit, students will be able to: Better understand the history of Vietnamese literature;
• Analyse and interpret literary texts;
• Write satisfactory essays on a wide range of topics;
• Use Vietnamese material for further research.
Class Contact Three hours per week for one semester, comprising one one-hour lecture and one two-hour seminar.
Assessment Book review (1000 words) 30%; Essay (1500 words) 40%; End-of-semester examination 30%.

ACW1020 SEX AND GENDER
Campus St Albans.
Prerequisite(s) Nil.
Content This unit of study introduces some issues in contemporary multicultural Australia from the perspective of gender relations. Drawing on experiences of work, sport, the law, family and education, the concepts of ‘gender order’ and ‘patriarchy’ are explored to answer the questions: how do beliefs and attitudes to sex and gender affect our lives? Students undertake a gender analysis research project.
• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate an understanding of what ‘gender conscious’ analysis means, and apply this in a variety of contexts;
• Understand some of the institutional and cultural issues affecting men and women in contemporary Australia;
• Undertake and complete a small, qualitative research project;
• Demonstrate a familiarity with the books, journals and some of the other library resources relevant to gender studies.
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 Journal 40%; Research project 40%; Test 20%.

ACW1021 FASHIONING GENDER
Campus St Albans.
Prerequisite(s) Nil.
Content This unit of study explores some of the ways in which femininity and masculinity are ‘-fashioned’ through popular cultural images and other forms of representation. Body image, magazines, soap operas and film will be examined. Some constructions and interpretations of sexuality will be explored. The main, but not exclusive, focus of this unit will be on contemporary Australian examples.
• Learning Outcomes On successful completion of this unit, students will be able to: Better understand theories of gender representation;
• Engage with a variety of texts (written, visual and spoken) in which gender is represented;
• Read and understand the representation of femininity and masculinity in texts through the application of theoretical frameworks;
• Think critically and participate in debates around gender representation in tutorials.
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.
Prerequisite(s) Normally first year Gender Studies or Sociology units of study.
Content This unit of study explores some of the ways that gender and gender
relations have become a focus of public policy and practice in contemporary Australia. The major focus will be upon the institutions of the State including the political and judicial systems, but also the economy, which has become increasingly dominant in public policy decisions. The influence of other major institutions in determining public agendas such as religion and the media will also be considered through examination in the weekly topics, as well as students’ own choice of research topics. The unit specifically examines gendered work experience in the public and private sectors. The focus is on contemporary feminist theories and analyses of current issues including: balancing paid work and family; labour market restructuring and industrial relations; citizenship and globalisation; immigration and race relations; violence; law reform and gender in politics.

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

**Required Reading**

*ACW2021 Gender on the Agenda: Book of Readings*

**Recommended Reading**

*Focus, P 2001, Less than equal: women and the Australian legal system, Butterworth, Australia.*

*Franzway, S 2001, Sexual politics and greedy institutions, Pluto Press, NSW.*

*Bradley, H 1999, Gender and power in the workplace, Macmillan, NSW.*

**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%.

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**ACW2022 RESEARCHING GENDERED LIVES**

**Campus** St Albans and Footscray Park.

**Prerequisite(s)** Normally first year Gender Studies units of study.

**Content**

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

- Learning Outcomes On successful completion of this unit, students will be able to: Identify some major themes in 20th century Australian social history with a focus upon gender relations;
- Understand the meaning of inclusion and exclusion in the study of history and historiography, with particular reference to Australian history;
- Identify and apply feminist interpretations of history and historiography;
- Understand oral history methodology and undertake original research utilising oral history methods.

**Required Reading**

*ACW2022 Researching Gendered Lives: Book of Readings*

**Recommended Reading**

*Alexander, A 2001, A wealth of women: Australian women’s lives from 1788 to the present, Duffy and Snellgrove, NSW.*

*Dixson, M 1999, The real Matilda: women and identity in Australia 1788 to the present, 4th edn UNSW Press, NSW.*

*Lake, M 1999, Getting equal: the history of Australian feminism, Allen and Unwin, NSW.*

**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%.

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**ACW2033 WOMEN AND INTERNATIONAL DEVELOPMENT**

**Campus** St Albans.

**Prerequisite(s)** Normally first year Gender Studies, Sociology or Community Development units of study.

**Content**

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

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

**Required Reading**


*Women and International Development: Book of Readings*

**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**

Case study 70%; Class exercises 30%.

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**ACW3019 GENDER, SCREEN, IDENTITY**

**Campus** St Albans.

**Prerequisite(s)** Second year unit of study in Gender Studies and/or Communication Studies.

**Content**

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

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

**Required Reading**

*Gender, Screen, Identity: Book of Readings*

*Poole, M (ed) 2004, Family: changing families, changing times, St Albans.*

*St Albans.*

**Recommended Reading**

*Hollows, J & Moseley, R 2006, Feminism in popular culture, Berg, UK.*


**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%.

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

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

**Required Reading**

*Poole, M (ed) 2004, Family: changing families, changing times, Allen and Unwin, New South Wales.*
ACW3023 GENDER CROSS-CULTURALLY
Campus St Albans.
Prerequisite(s) Normally first year Gender Studies units.
Content This unit of study examines some of the dominant western cultural constructs of
the body, and contemporary interest in body issues with some feminist critiques of
those constructs. The unit will combine a study of some theories of abstraction 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.
Learning Outcomes On successful completion of this unit, students will be able to:
• Understand the ways in which religion, medicine, science, law, art, sport and
other social institutions construct bodies;
• Demonstrate an understanding of the ways in which the traits connected
with specific types of bodies have changed over time;
• Demonstrate familiarity with the major trends and transitions in feminist
thinking about bodies in the 20th century;
• Assess the strategies for bringing about changes in body, self and society
proposed by different strands of feminism — especially equity feminism, radical
feminism, social construction feminism, and sexual difference feminism;
• Analyse the links between theoretical thinking about bodies and political
activism.
Required Reading Brook, B 1999, Feminist perspectives on the body, Longman,
Harlow.
2004, Sex, gender and the body, Oxford University Press, Oxford. Segal, N (et al)
male bodies, Indiana University Press, US.
Class Contact One one-hour lecture and one one-hour tutorial per week plus three
hours per semester of mixed-mode or self-directed learning.
Assessment Test 40%; Research project 60%.

ACW3024 VARIETIES OF FEMINIST THOUGHT
Campus St Albans.
Prerequisite(s) Normally ACW1020 Sex and Gender, ACW1021 Fashioning Gender.
Content This unit of study explores a number of streams of feminist thought ranging
from liberal feminism to postfeminism. It looks at the 'waves' of feminism and at
the social conditions which generated these waves. It also examines issues of difference
and the relevance of feminism for globalised societies and contemporary social issues.
Learning Outcomes On successful completion of this unit, students will be able to:
• Evaluate feminist theory as an attempt to conceptualise the historical and
social conditions which generated these waves;
• Apply this knowledge to the analysis of intercultural encounters, whether at the
level of individual, group, organisation or system;
• Understand the concept of cultural competence and its application in various
individual, group, organisational or systemic contexts;
• Assess cultural competence using appropriate tools;
• Demonstrate cultural competence as a communicator in a range of culturally and
linguistically diverse contexts.
Required Reading Ting-Toomey, S 1999 Communicating across cultures, Guilford
Press, New York.
Recommended Reading Carbaugh, D 2005, Cultures in conversation, Lawrence
Erlbaum, Mahwah, New Jersey. Clyde, W 1996, Inter-cultural communication at work:
Gudykunst, WB (ed) 2003, Cross-cultural and intercultural communication,
Sage, Thousand Oaks, California. Hall, B 2004, Among cultures: the challenge of
communication, Wodsworth, Belmont, California. Lustig, MW & Koester, J 2005,
Intercultural competence: interpersonal communication across cultures, Allyn
and Bacon, Boston. Myers-Scotton, C 2006, Multiple voices: an introduction to
bilingualism, Blackwell, Maiden, MA.
Class Contact Three hours per week, comprising one one-hour lecture and one two-
hour weekly seminar/workshop.
Assessment Written assignments 50%; Interactive exercise 20%; Exam 30%.
Placement This is a core first year unit of study. Whilst it will incorporate experiential
learning, it will not involve a field or work placement.

ACW3025 KNOWING BODIES
Campus St Albans.
Prerequisite(s) Normally ACW1020 Sex and Gender and ACW1021 Fashioning
Gender.
Content This unit of study examines some of the dominant western cultural constructs of
the body, and contemporary interest in body issues with some feminist critiques of
those constructs. The unit will combine a study of some theories of abstraction 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.
Learning Outcomes On successful completion of this unit, students will be able to:
• Understand the ways in which religion, medicine, science, law, art, sport and
other social institutions construct bodies;
• Demonstrate an understanding of the ways in which the traits connected
with specific types of bodies have changed over time;
• Demonstrate familiarity with the major trends and transitions in feminist
thinking about bodies in the 20th century;
• Assess the strategies for bringing about changes in body, self and society
proposed by different strands of feminism — especially equity feminism, radical
feminism, social construction feminism, and sexual difference feminism;
• Analyse the links between theoretical thinking about bodies and political
activism.
Required Reading Sarantakos, S 1996, Modern families: an Australian text,
Macmillan, Australia. Thompson, KA, & Amato, PR 1999, The postdivorce family,
Class Contact One one-hour lecture and one one-hour tutorial per week plus three
hours per semester of mixed-mode or self-directed learning.
Assessment Expository essay 60%; Test 40%.
AXC1001 KNOWING AND KNOWLEDGE A  
Campus Footscray Park and St Albans.  
Prerequisite(s) Nil.  
Content This foundational unit of study is designed to help first-year Faculty of Arts, Education and Human Development students participate fully in academic ways of knowing. The unit discusses ways of knowing through the discussion of four sub-themes related to the broad question of what it means to be human. A variety of material including academic reading and film is used. There is an emphasis on the development of some generic academic skills.  
• Learning Outcomes On successful completion of this unit, students are expected to be able to: Apply a range of foundational university study skills, including active listening, note-taking, essay writing, referencing, library-based research (including online search), group discussion and oral presentation skills; 
• Understand some philosophical questions; about what it means to be human, how our identities are formed and constituted, and how we know things; 
• Demonstrate some of the ways in which arts and social science disciplines examine different questions.  
Required Reading AXC1001 Book of Readings (current year), available from the university Campus bookshop.  
Class Contact Three hours per week for one semester (one one-hour lecture/viewing and one two-hour tutorial, both starting in the first week).  
Assessment Total written work of 3000 words, comprising: 30% Short Essay (building academic summarising skills and Harvard Referencing skills); 50% Longer Essay (using library research skills); 20% Test (on lecture content). Successful completion of the unit of study requires attendance of a minimum of nine out of 12 tutorials.  

AXC1002 KNOWING AND KNOWLEDGE B  
Campus Footscray Park and St Albans.  
Prerequisite(s) Nil.  
Content This foundational unit of study is designed to help first-year Faculty of Arts, Education and Human Development students participate fully in academic ways of knowing. The unit discusses ways of knowing through the discussion of an overarching theme of ‘identity and subjectivity’, exploring some different disciplinary approaches to those concepts through a series of related themes. A combination of academic reading and visual material is used and students’ skills in beginning research and presentation are introduced. The unit of study is designed to follow AXC1001 but can be taken independently.  
• Learning Outcomes On successful completion of this unit, students are expected to be able to: Locate, distinguish and evaluate different sources of information and identify what is ‘legitimate knowledge’ for their disciplinary studies; 
• Effectively communicate specific aspects of ‘identity’ to peers and tutoring staff in oral form (Assignment 2) and different written forms; 
• Work collaboratively in preparing and delivering a presentation and in doing so develop some problem-solving abilities in working with others; 
• Work independently in a range of different learning activities; 
• Demonstrate an appreciation of the concept of difference especially as it applies to issues of identity.  
Required Reading AXC1002 Unit Book of Readings (current year).  
Recommended Reading Summers, Jan and Smith, Brett 2006 Communication Skills Handbook. 2nd Edn, Wiley, Milton, Qld, available from the University Campus bookshop.  
Class Contact Three hours per week for one semester (one one-hour lecture and one two-hour tutorial, both starting in the first week).  
Assessment Total written work of 3000 words, comprising: 30% Short Essay (based on advanced library search skills); 50% PowerPoint presentation and hard-copy hand-up version; 20% Test (on lecture content). Successful completion of the unit of study requires attendance at a minimum of nine out of 12 tutorials.  

AXC2001 INTERNATIONAL STUDY  
Campus Footscray Park.  
Prerequisite(s) Normally completion of first year.  
Content This unit of study is designed for students undertaking an approved program of international study as part of their course. This may be through participation in an organised short term study tour to a specified country for the purposes of formal study of the country’s language, culture and society combined with experiential learning through living in the country and dealing with real-life intercultural interactions; or as part of a more sustained period of international study through a student exchange program to a university or other similar location in the designated country approved by the student’s course co-ordinator and Victoria University.  
• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate an understanding of other cultures and societies through experiential learning (a program of study in another country); 
• Develop core graduate attributes in problem-solving, using information, oral and written communication, working autonomously and collaboratively and working in socially and culturally diverse contexts; 
• Demonstrate specific disciplinary knowledge and skills in areas of the negotiated content of the program of international study.  
Required Reading Dependent on the negotiated program.  
Recommended Reading Dependent 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 Assessment is dependent on the negotiated program, but equivalent to what is required for other units with the same credit point value.  

AXC3002 SPECIAL PROJECT  
Campus Not applicable.  
Prerequisite(s) Normally completion of first year.  
Content This unit of study is designed to enable students who have demonstrated interest and capacity to engage in independent work to participate in an interdisciplinary collaborative project in their final year of undergraduate study. Students will form teams based on the complementary knowledge and skills required for each specifically identified project. They will work under the supervision of a designated academic supervisor, contributing to the planning and production of a negotiated ‘project’ outcome. An important focus of this unit is the opportunity for students from different disciplines to work together on a project. The unit can be credited to a major whose content reflects the nature of the contribution the student makes to the group project or can be an elective unit of study.  
• Learning Outcomes On successful completion of this unit, students will be able to: Produce the negotiated project outcome, which would normally be a tangible product such as a print publication, media programming (film/video, multimedia, website, sound), work/s for exhibition, or project report and presentation; 
• Demonstrate core graduate attributes in problem-solving, using information, oral and written communication, working autonomously and collaboratively and working in socially and culturally diverse contexts, to the level required for novice professional practice; 
• Apply specific disciplinary knowledge and skills in areas of the negotiated content of the project.  
Required Reading Dependent on the negotiated program.  
Recommended Reading Dependent 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 production 80%; Reflective diary (including log of contribution to the team effort) 20%.  

AXC3003 PROFESSIONAL AND CAREER DEVELOPMENT  
Campus St Albans and Footscray Park.  
Prerequisite(s) To be advised.  
Content This unit of study offers an overview of the contemporary workplace, examining the ways in which a number of social forces have impacted on the range of careers available, the likely developments over the next few years and outlines the legislative framework which governs employment practices. It offers students the opportunity to explore vocational typologies, to identify their personal type, and look at their potential for job satisfaction in various areas of work analysing their values and likely sources of personal and professional fulfillment. It includes material on conflict resolution and working with others in a collegial environment. Students will construct a personal career plan, building on their working style and interests and the likely developments in their field of interest. As part of an assessment task they will interview an employee in that field, and be taught to network using informal as well as formal methods of orientating themselves as professionals. They will be assisted in the preparation of their curriculum vitae and a resume, in preparing an effective job application and in presenting themselves at an interview.  
• Learning Outcomes On successful completion of this unit, students are expected
to be able to: Understand the contemporary workplace;

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


**Class Contact** Two hours per week.

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

**ACX3004 RESEARCH PROJECT**

**Campus** Not applicable.

**Prerequisite(s)** Normally completion of first year.

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

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

**Required Reading** Dependent on the negotiated program.

**Recommended Reading** Dependent 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 production 80%; Reflective diary 20%. (Equivalent to 3000 words).

**ACX4001 HUMANITIES HONOURS 4**

**Campus** Footscray Park and 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 theories and of methods of research in the humanities and social sciences.

**Required Reading** To be determined in each discipline.

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

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

**ACY1001 PRINCIPLES AND PRACTICE OF PUBLIC RELATIONS**

**Campus** St Albans.

**Prerequisite(s)** Nil.

**Content** This unit of study provides an introduction to the background, fundamental principles and different forms of public relations. The focus is upon outlining the history and development of public relations, and examining major theoretical concepts, case studies and their practical application in different environments. Personal and professional ethics are explored throughout the unit. Experienced professional guest speakers provide a grounded instruction to practice in Australia today. Students are encouraged to begin exploring their particular interests in the broad field of public relations and to begin positioning themselves to develop a career in public relations management.

- **Learning Outcomes** On successful completion of this unit, students are expected to be able to:
  - Describe key aspects of the history and development of public relations;
  - Explain the ethical and social contexts of public relations;
  - Articulate a range of principles and practices of public relations;
  - Identify forms of persuasion and their difference from propaganda;
  - Critically examine different public relations paradigms operating in corporate areas, government, non-government organisations, community groups and social movements;
  - Account for the increasing role of public relations in the mass media;
  - Understand the critical issues involved in crisis management.


**Recommended Reading** Burton, B 2007, Inside spin: the dark underbelly of the PR industry, Allen & Unwin, Crows Nest, NSW.

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

**Assessment** Short essay 30%; Class exercises 20%; Review of a public relations campaign (presentation and report) 30%. (Equivalent to 3000 words).

**ACY1002 PUBLIC SPEAKING AND COMMUNICATION**

**Campus** St Albans.

**Prerequisite(s)** Nil.

**Content** This unit will focus on the development of professional (English language) communication skills appropriate to workplace and professional settings. Students will be introduced to different communications models/theories and to the specific features involved in key communicative processes. The main areas of study and assessment will be divided between theoretical material and practice-oriented workshops. The unit develops awareness of the differences between spoken and written language and their implications for the projection of a speaking persona in professional contexts. Students develop skills in the analysis of structures of oral language as well as an awareness of language variation (rhetorical practice) relative to professional contexts. This unit builds practice in developing and performing some of the key interactions and presentations in an interpersonal and organisational setting. Specific areas covered include: presentation skills, including the use of audio and visual digital aids; committee participation, including membership, secretariat, and leadership; and interview skills for both research and employment settings.

- **Learning Outcomes** On successful completion of this unit, students are expected to be able to:
  - Describe the processes involved in oral communication, particularly in professional contexts;
  - Prepare and perform a variety of interpersonal and presentational functions involving oral communication in professional/organisational contexts;
  - Use a high level of spoken language in a variety of professional contexts with confidence, accuracy and the use of appropriate grammar and vocabulary;
  - Distinguish and apply the theoretical and practical requirements of typical interpersonal and organisational/communications, especially presentations, committee proceedings, and interview work;
  - Demonstrate the interfaces between written preparation, oral performance, and written and oral evaluation in interpersonal and organisational communication.


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

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

**ACY2003 MEDIA MANAGEMENT IN PUBLIC RELATIONS**

**Campus** St Albans.

**Prerequisite(s)** Nil.

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

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

• Identify and describe the range of Australian media products, key media organisations, and the operational methods and management expectations of those organisations;
• Analyse the complex relationship between public relations and the media;
• Examine how news is constructed and relayed across different formats and mediums;
• Identify and consider ethical issues in dealing with media people and organisations;
• Identify the key issues of a PR campaign in the media, and the key market targets for such a campaign;
• Develop and implement a media campaign, the best strategy, assess media outlets and methods to communicate a PR campaign;
• Use key media skills including basic interviewing skills, interview planning skills; and program planning skills.

Required Reading

Recommended Reading

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

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

ACY2005 COMMUNICATION RESEARCH

Campus St Albans.

Prerequisite Nil.

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

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

• Identify the major characteristics of communication research methods and applications;
• List a range of methods and describe how they are applied in communication research;
• Define research questions and choose a research design;
• Distinguish and describe the uses of market research, audience studies and public research;
• Critically read research studies undertaken in public relations and communication research;
• Identify the range of research skills needed when dealing with human informants, including issues of ethical practice;
• Present and interpret data in a professional manner.

Required Reading

Recommended Reading

Class Contact
Thirty hours over one semester, delivered in various modes including weekly seminar.

Assessment
Literature review and research proposal 20%; In-class tests and exercises 30%; Group research report and assignment 30%; Group presentation 20%. (Equivalent to 3000 words).

ACY3001 PUBLIC RELATIONS CAMPAIGNS AND MANAGEMENT

Campus St Albans.

Prerequisite(s) Normally the first two years of the Public Relations specialisation.

Content
Public relations campaigns usually involve planning, setting of objectives, production and distribution of materials and evaluation. The public relations campaign is a connected effort of an organisation to build socially responsible relationships by achieving research-based goals through the application of communicative strategies and the measurement of outcomes. The term campaign in its general usage means a connected series of operations designed to bring about a particular result. Public Relations Campaigns and Management builds on work undertaken in other units in the Public Relations specialisation by taking students through the steps involved in a public relations campaign, and applying the skills which they have developed. Students will learn how to plan and manage a campaign, develop campaign material and evaluate the results. They will also examine public relations theory and ethics in campaigns. The focus is on just doing campaigning tasks, but upon planning and management, including staff and financial management.

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

• Methodically plan and implement a public relations campaign as part of a team;
• Pitch a campaign brief to a client;
• Write a strategic campaign plan and an evaluative report;
• Explain the various issues and challenges in campaigning in the contemporary PR and broader social, economic and political climate.

Required Reading

Recommended Reading

Class Contact
Thirty hours over one semester, comprising one seminar per week.

Assessment
Campaign portfolio 75%; Tests 25%. (Equivalent to 3000 words).

ACY3004 CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS

Campus St Albans.

Prerequisite(s) Normally the first two years of the Bachelor of Communication.

Content
This critical unit of study provides students with key skills in planning a career, especially as a communication professional. Whilst there is a general focus, the unit focuses in upon the particularities for those specialising in Digital Media, Public Relations or Professional Writing. The unit prepares students for their professional practice placement, and helps students find graduate employment on completion.
of the Bachelor of Communication course. The unit considers how to communicate and work in a professional situation in a collaborative and autonomous manner: types of workplace cultures; managing problems in workplace contexts; employment rights, issues of equity and industrial relations; and processes of accountability and responsibility in work environments. The unit also assists students to develop a career plan for future employment destination; and provides instruction in basic job-finding skills, such as resume writing, preparation for interviews and responding to position descriptions and job advertisements. Guest speakers from industry will discuss with students future trends in employment and how to network in industry. Students will also have the opportunity to reflect on skills they have learned in their course and how to relate those learnings to their graduate attributes, develop a ‘skills portfolio’ and learn key skills in interviewing to gain a job in industry.

- Learning Outcomes On successful completion of this unit, students are expected to be able to: Undertake a placement in an industry organisation in the second semester unit Communication Professional Practice;
  - Identify and document what is required to communicate and work in a professional situation in a collaborative and autonomous manner;
  - Confidently recognise how to manage problems in workplace contexts and seek resolutions;
  - Explain employment rights, issues of equity and industrial relations and processes of accountability and responsibility in work environments;
  - Construct a personal career plan;
  - Use basic job-finding skills, such as resume writing, preparation for interviews and responding to position descriptions and job advertisements;
  - Identify future trends in employment and how to network in industry;
  - Compile a skills portfolio, a professional resume and personal core graduate attribute map.

**Required Reading**

**Garside, P 1997, The secrets of getting a job, Hyland House.**

**Madero, F 2005, How to get the job you want, New Holland.**

**Victoria University Career Development website.**

**Class Contact** Twelve hours per semester delivered in various modes in a fortnightly seminar. In addition there is also 12 hours of self-directed learning.

**Assessment**

- Professional Portfolio and career plan 50%; Application and interview including core graduate attribute map 50%. (Equivalent to 3000 words).

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<th>ACY3005 COMMUNICATION PROFESSIONAL PRACTICE</th>
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<td><strong>Campus</strong> St Albans.</td>
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<td><strong>Prerequisite(s)</strong> Normally the first two years of the Bachelor of Communication.</td>
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<td><strong>Content</strong> This unit of study is normally taken in the last semester of the degree and is intended to complete the preparation of the student for entering professional communication practice. Students will be placed in a workplace under the supervision of a communications professional in their field of specialisation in Public Relations, Professional Writing or Digital Media. The site and activities for the professional practice placement will be negotiated between the student and their lecturer and onsite supervisor. The placement will usually be for 15 days or equivalent undertaken in either block or concurrent mode. Consideration of issues of ethical practice will be expected in all assessment submissions and during professional placement.</td>
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<td><strong>Learning Outcomes</strong> On successful completion of this unit, students are expected to be able to: Undertake a graduate position utilising their specialisation in communication studies; Describe and analyse the dynamics of working individually, as part of a hierarchy and/or part of a team in a professional communication context; Apply the learning gained throughout their degree in a professional communication position; Use their learning and experience in professional practice to gain a graduate position; Use reflective and evaluative analysis to examine and improve upon their professional practice.</td>
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**Required Reading**

**Communication Professional Practice Manual.**

**Class Contact** One hour per fortnight workshop on campus; 15 day professional practice placement off campus.

**Assessment** Log of hours and assessment of duties submitted by the student and confirmed by site supervisor 30%; Mid-placement oral and written report 20%; Placement reflective journal of fifteen substantive entries 50% (Equivalent to 3000 words).

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<tr>
<th>ACY3006 MARKETING COMMUNICATION</th>
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<td><strong>Campus</strong> St Albans.</td>
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<td><strong>Prerequisite(s)</strong> Usually first year of the Bachelor of Communication.</td>
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**Content** Marketing Communication has been developed as an intensive introduction to these two areas to ensure that students completing the public relations specialisation, or students interested in entering applied communication professions have an up-to-date understanding of the fundamental concepts and practices of marketing as they relate to the contemporary practice of public relations and applied communication professions in Australia and the global environment. The unit prepares students to work within integrated communication environments, particularly where a marketing background is required as well as public relations to develop promotional campaigns. Students learn about integrated marketing approaches and the connection of public relations to marketing through practices such as sales promotion, direct selling and strategic marketing. Students are also introduced to basic marketing concepts such as promotion, concept development and pricing and learn how market research helps communication practitioners understand publics and consumers.

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

- Describe and analyse the ways public relations converges with marketing and advertising;
- Identify basic marketing principles as they are applied to public relations and communication practice;
- Explain the roles of advertising, integrated marketing, promotion, concept development and pricing in public relations work and campaigns;
- Identify how market research helps public relations practitioners relate to publics and consumers;
- Explain links between pricing, positioning and marketing strategies and communication campaigns.

**Required Reading**

**ACY3006 Marketing Communication Book of Readings.**

**Recommended Reading**

**Kimmel, A 2005, Marketing communication: new approaches, technologies, and styles, Oxford University Press, New York.**

**Pride, W (et al) 2007, Marketing: core concepts and applications, John Wiley, Milton, Qld.**

**Class Contact** Two-hour seminar weekly over one semester.

**Assessment** Marketing assignment 50%; Class work 50%. (Equivalent to 3000 words).

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<th>ACY1001 CHINESE 1A</th>
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<tbody>
<tr>
<td><strong>Campus</strong> Footscray Park.</td>
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<tr>
<td><strong>Prerequisite(s)</strong> Nil.</td>
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| **Content** This unit of study gives students a general introduction to the Chinese language and helps them lay a basic foundation in Chinese pronunciation, vocabulary and grammar. Students in this unit 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. Learning Outcomes On successful completion of this unit, students will be able to:

- Demonstrate an elementary understanding of the main features of the Chinese language;
- Demonstrate a good grasp of pinyin Romanization;
- Reproduce about 120 Chinese characters;
- Recognise basic free and bound Chinese radicals;
- Use this knowledge to consult Chinese dictionaries;
- Communicate in simple Chinese on a limited number of everyday topics. |

**Required Reading**

**Liu, Xun (et al) 2003, New practical Chinese reader: textbook 1, Beijing Language and Culture University Press, Beijing.**

**Liu, Xun (et al) 2003, New practical Chinese reader: workbook 1, Beijing Language and Culture University Press, Beijing.**

**Recommended Reading**

**Ma, Aiying 1998, Spoken Chinese: book 1, Victoria University, Melbourne.**

**Ma, Gao, Mobo, C 2000, Mandarin Chinese: an introduction, Rudiments of Chinese character writing, Peking University Press, Beijing.**

**Kimmel, A 2005, Marketing communication: new approaches, technologies, and styles, Oxford University Press, New York.**

**Pride, W (et al) 2007, Marketing: core concepts and applications, John Wiley, Milton, Qld.**

**Class Contact** Four hours per week for one semester.

**Assessment** Assignments 40%; Written exam 30%; Oral examination 30%.

<table>
<thead>
<tr>
<th>ACY1002 CHINESE 1B</th>
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<tbody>
<tr>
<td><strong>Campus</strong> Footscray Park.</td>
</tr>
<tr>
<td><strong>Prerequisite(s)</strong> ACY1001 Chinese 1A or equivalent.</td>
</tr>
<tr>
<td><strong>Content</strong> This unit of study aims to improve students’ pronunciation, to further develop their skills in listening and speaking on a wider range of practical topics, to expand their vocabulary, and to increase their knowledge of Chinese grammar. Students will also learn Chinese word-processing skills.</td>
</tr>
</tbody>
</table>
• Learning Outcomes On successful completion of this unit, students will be able to:
  Communicate effectively in an increasing number of daily situations;
  Develop and refine their receptive, productive and interactive use of Chinese;
  Use a Chinese word-processor to create their own documents in the language.

Required Reading

Recommended Reading

Class Contact
Four hours per week for one semester.

Assessment Assignments 40%; Written exam 30%; Oral exam 30% Total EWL 3000 words.

ACZ2001 CHINESE 2A
Campus Footscray Park.
Prerequisite(s) ACZ1002 Chinese 1B or equivalent.

Content
This unit of study aims to continue improving students' four language skills in listening, speaking, reading and writing. Students' vocabulary will be expanded. Their listening and speaking ability will be enhanced through the learning of more topics in common and routine situations without much deviation from normal and standard manner or content. Their reading comprehension and writing ability will be improved through the learning of more complex structural patterns.

• Learning Outcomes On successful completion of this unit, students will be able to:
  Demonstrate an expansion of their vocabulary;
  Better understand the Chinese character constructing methods;
  Apply more complex structural sentence patterns;
  Achieve a near lower-intermediate level of oral and written communication in common and routine situations without much deviation from normal and standard manner or content.

Required Reading

Recommended Reading

Class Contact
Three hours per week for one semester.

Assessment Assignments 40%; Written exam 30%; Oral exam 30%.

ACZ2002 CHINESE 2B
Campus Footscray Park.
Prerequisite(s) ACZ2001 Chinese 2A or equivalent.

Content
This unit of study 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, including set phrases and idioms. They should be able to cope with simple everyday topics in oral Chinese.

• Learning Outcomes On successful completion of this unit, students will be able to:
  Effectively communicate, with a measure of fluency and competence, on simple topics of a general or routine nature;
  Synthesise information drawn from various sources and reorganise the related parts into a new piece of writing, appropriate in terms of setting, purpose and audience;
  Achieve an intermediate level of oral and written communication in common and routine situations without many deviations from normal and standard manner or content.

Required Reading

Recommended Reading

Class Contact
Three hours per week for one semester.

Assessment Assignments 40%; Written exam 30%; Oral exam 30% Total EWL 3000 words.

ACZ3001 CHINESE 3A
Campus Footscray Park.
Prerequisite(s) ACZ2002 Chinese 2B or equivalent.

Content
This unit of study aims to further improve students' listening and reading comprehension and enhance their speaking and writing competence; and to further develop their knowledge of the Chinese culture. It will introduce students to more advanced Chinese semantic and syntactic contents through textbooks, to further expand their vocabulary, and to help develop their skills in discussing issues in Chinese, both orally and in writing.

• Learning Outcomes On successful completion of this unit, students will be able to:
  Effectively communicate, with a measure of fluency and competence, on specific topics as well as on those of a general or routine nature;
  Synthesise information drawn from various sources and reorganise the related parts into a new piece of writing, appropriate in terms of setting, purpose and audience;
  Contribute to discussions on certain topics in Chinese orally and in writing.

Required Reading

Recommended Reading

Class Contact
Three hours per week for one semester.

Assessment Assignments 40%; Written examination 30%; Oral examination 30%.

ACZ3002 CHINESE 3B
Campus Footscray Park.
Prerequisite(s) ACZ3001 Chinese 3A or equivalent.

Content
This unit of study will further improve students' listening and reading comprehension and enhance their speaking and writing competence. It aims to prepare students to communicate in Chinese with a greater degree of sophistication and to use the language in selected 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.

• Learning Outcomes On successful completion of this unit, students will be able to:
  Communicate effectively on topics covered as well as on those of a general or routine nature, with a measure of fluency and competence;
  Demonstrate more in-depth cultural information and knowledge about cross-cultural differences;
  Demonstrate further knowledge in the pragmatics of the language;
  Use cultural information and pragmatic principles to restructure a given text into a new piece of writing;
  Demonstrate an intermediate-advanced level of oral and written communication skills to perform speech acts such as giving instructions, giving opinions and comments, offering gifts and polite responses, making complaints or compliments.

Required Reading

Recommended Reading

Class Contact Three hours per week for one semester.

Assessment Assignments 40%; Written exam 30%; Oral exam 30% Total EWL 3000 words.

ACZ3011 CHINESE PEOPLE AND BELIEFS
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study is for students with or without a Chinese language background. Through selected reading texts and audio-visual materials, students will be equipped with advanced knowledge of famous Chinese icons and their major influence. Students will also explore the major Chinese beliefs, proverbs and philosophical teachings, and use this cultural and linguistic knowledge to promote cross-cultural interactions.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate a solid understanding of Chinese social values, moral teachings and insights into Chinese ways of thinking and the social cultural conventions of Chinese speech community;
- Use the cultural understanding and the cross-cultural sensitivity acquired through this unit of study to interact effectively with/in the Chinese-speaking community;
- Read and appreciate the covert cultural information embedded in texts translated from Chinese to English.

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 Tutorial paper (1000 words) 25%; Oral presentation 25%; Minor essay (2000 words) 50%.

ACZ3012 CHINESE FILM AND STORIES
Campus Footscray Park.
Prerequisite(s) ACZ3002 Chinese B or equivalent.
Content This unit of study combines language learning with the examination of Chinese movies and short stories. Emphasis is given to selected multimedia materials and relevant literary texts in Chinese. It aims to expose students to a variety of movies in 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 and major stages of development of the Chinese cinema (particularly in contemporary era) as well as an overall improvement in their actual language competence. Students are expected to contribute to classroom discussions, to do basic research on the themes/materials under study, and to learn how to use the knowledge and skills acquired to produce oral and written texts.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate a general understanding of the development stages of the Chinese cinema;
- Identify its main features through a variety of selected representative Chinese movies;
- Better understand, and demonstrate knowledge of, Chinese society and culture;
- Demonstrate an enhancement of their language competence orally and in writing, e.g. be able to contribute to classroom discussions and improve their ability to do written assignments and conduct basic research on given topics. Required Reading Readings will be made available including excerpts from recommended 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 assignment/examination 30% Total EWL 3000 words.

ACZ3021 CHINESE LANGUAGE AND SOCIETY
Campus Footscray Park.
Prerequisite(s) ACZ3002 Chinese B or equivalent.
Content This unit, designed for more proficient learners, will introduce to students a variety of Chinese reading texts and audio-visual materials, which allow students to further explore the stylistic variations of the Chinese language and the characteristics of Chinese pragmatics. This unit also aims at exploring the co-relation between Chinese language and society, through reading and discussion, and preparing students to use the knowledge to vary their writing for different purposes, settings and audience, and to conduct a research project.

Learning Outcomes On successful completion of this unit, students will be able to:
- Improve language quality and linguistic accuracy;
- Understand the co-relation between the Chinese language and its society and major issues related to Chinese pragmatics;
- Develop the necessary cultural and linguistic sensitivity for better predicting and interpreting the Chinese language phenomena;
- Identify and apply the linguistic style for different purposes, settings and audience in speaking and writing;
- Develop an ability to conduct a simple research project.


Assessment Writing folio (1000 Chinese characters) 30%; Oral presentation (10 minutes) 30%; Minor essay (2000 Chinese characters) 40%.

ACZ3022 SURVEY OF CHINESE LITERATURE
Campus Footscray Park.
Prerequisite(s) ACZ3002 Chinese B or equivalent.
Content This unit of study 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 acquire more advanced linguistic and cultural knowledge and further improve their language and intercultural communication skills. Students will 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 they will learn to appreciate some Chinese literary traditions 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.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate an introductory knowledge of the major stages of development of Chinese literature from its inception to the present;
- Demonstrate a general understanding of the relevant historical, socio-political and cultural events;
- Demonstrate more advanced linguistic and cultural knowledge and further improvement of their language and intercultural communication skills;
- Appreciate certain Chinese literary traditions and contemporary notions;
- Read materials written in scholarly language and produce research reports in Chinese on specific topics, both orally and in writing.

Required Reading Readings will be made available including excerpts from recommended 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 assignment/examination 30%.
ACZ3031 BUSINESS CHINESE
Campus Footscray Park.
Prerequisite(s) ACZ3002 Chinese 3B or equivalent.
Content This unit of study introduces to students of advanced Chinese, business and professional terminology and cultural information and linguistic strategies required for a range of business communications in China. Major topics include: job applications, news in brief, business negotiations, 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.
- Learning Outcomes On successful completion of this unit, students will be able to: Tailor and refine their Chinese speaking and writing for various business purposes (e.g. job interview, responding to business inquiries, business negotiation, product promotion brochure);
- Demonstrate an understanding of business culture and practice in China and associated cross-cultural issues;
- Identify and deal with cultural and linguistic complexities in international business communication;
- Demonstrate familiarity with major business documents and reports including shipping documents and related legal documents.
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 25%; Oral presentation in Chinese 25%; Minor essay 50%. (Total EWL 3000 words).

ACZ3032 CHINESE CALLIGRAPHY
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study 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 ‘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 basic brushstrokes, the standard script and other styles will be gradually introduced to students. Practical exercises will enable them to write the standard Chinese script using a brush, with a certain degree of aesthetic awareness. Students will also learn the philosophical and/or auspicious meanings of the Chinese characters and sayings in the Chinese socio-cultural environment. Basic style types using other more commonly used writing tools will also be briefly addressed.
- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate a good understanding of ‘the four treasures of the scholar’s studio’;
- Demonstrate a synoptic understanding of the Chinese writing system, its major calligraphic styles and their representative calligraphers;
- Demonstrate some practical skills in writing standard Chinese script using a brush, with a certain degree of aesthetic awareness;
- Identify Chinese characters and sayings with their philosophical/auspicious meanings in the context of Chinese society and culture.
Class Contact Three hours per week for one semester.
Assessment Synopsis 15%; Essay 15%; Practical work 70%.

UMC2011 PRINCIPAL STUDY 2.1
Campus Sunbury
Prerequisites UMC2011 Principal Study 2.1.
Content This unit aims to develop the technical, interpretive and self-evaluation skills of the student on the instrument of study. The specialist teacher will assist the student in evaluating their technical, interpretative and improvisation skills. The teacher will guide the student in setting goals, strategies, exercises and practice routines. A program of repertoire and technical work will be selected by the specialist teacher and student that presents technical, improvisational and interpretive challenges. Students are expected to maintain a regular practice schedule and will be required to keep a practice journal.
- Learning Outcomes On successful completion of this unit, students are expected to be able to: Evaluate, isolate, and develop areas of technical weakness;
- Select and develop repertoire that presents as technically and/or stylistically challenging;
- Develop skills and explore concepts of improvisation;
- Incorporate improvisation skills and concepts in group and solo repertoire;
- Develop original compositions on the instrument of study;
- Develop and maintain a written practice schedule;
- Develop a high level of interpretive skills and overall musicianship;
- Prepare a recital program.
Required Reading To be advised by the specialist teacher in consultation with the student.
Recommended Reading Texts, scores and recordings as recommended by the specialist teacher.
Class Contact Forty-five minutes per week of individual instruction for one semester. Students are also required to do six to eight hours of individual practice each week for one semester. Note: Group tuition may be used in this unit.
Assessment Progressive assessment 30%; End-of-semester recital 70%.

UMC2012 PRINCIPAL STUDY 2.2
Campus Sunbury
Prerequisites A recognised State or National Diploma in Music Performance or Technical Production or equivalent.
Content This unit aims to develop the technical, interpretive and self-evaluation skills of the student on the instrument of study. The specialist teacher will assist the student in evaluating their technical, interpretative and improvisation skills. The teacher will guide the student in setting goals, strategies, exercises and practice routines. A program of repertoire and technical work will be selected by the specialist teacher and student that presents technical, improvisational and interpretive challenges. Students are expected to maintain a regular practice schedule and will be required to keep a practice journal.
- Learning Outcomes On successful completion of this unit, students are expected to be able to:
  - Evaluate, isolate, and develop areas of technical weakness;
  - Select and develop repertoire that presents as technically and/or stylistically challenging;
  - Develop skills and explore concepts of improvisation;
  - Incorporate improvisation skills and concepts in group and solo repertoire;
  - Develop original compositions on the instrument of study;
  - Develop and maintain a written practice schedule;
  - Develop a high level of interpretive skills and overall musicianship;
  - Prepare a recital program.
Required Reading To be advised by the specialist teacher in consultation with the student.
Recommended Reading Texts, scores and recordings as recommended by the specialist teacher.
Class Contact Forty-five minutes per week of individual instruction for one semester. Students are also required to do six to eight hours of individual practice each week for one semester. Note: Group tuition may be used in this unit.
Assessment Progressive assessment 30%; End-of-semester recital (60-minute program of works of which at least one must be an original composition or improvisation) 70%.

UMC2021 PERFORMANCE SEMINAR 2.1
Campus Sunbury
Prerequisite(s) A recognised State or National Diploma in Music Performance or Technical Production or equivalent.
Content The Seminar class provides a forum for students to perform solo and
the style, interval usage in melody and chord construction and how this has also impacted on the stylistic development. Students will develop skills in analysing transcriptions focussing on how melodic lines are constructed and improvised over chord progressions, with particular attention to how chord function in the progression and how the melodic line is crafted around the key points of tension and release. To complement this understanding, students will develop critical aural skills including the recognition of intervals, triads and their positions, 7th chords, progression recognition and rhythmic patterns and passages.

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

- Understand how chords are derived from scale systems, including modes and modal functionality;
- Understand chord nomenclature as it is used in jazz and Latin musics;
- Demonstrate critical aural skills through building systematic practice techniques to hear key intervals and sounds that gives each chord its specific character;
- Investigate the development of chordal language through the 20th Century and note key changes in language style as well as distinct shifts in sound;
- Understand and recognise codal movement, the relationship between functionality in chord progression, cadential movement and the inherent structural design of western tonal functional harmony as can be demonstrated in tools such as the cycle of fourths;
- Recognise chord progressions in any key and identify chord function within these progressions;
- Analyse notated works in four part harmony, assign a name to each of the chords and identify and explain the function in the progression;
- Understand the harmonic and rhythm origins of jazz as being routed in a unique combination of European and African musics, and to recognise the presence of these origins in contemporary compositions and approaches;
- Understand the impact jazz has had on other contemporary styles including Latin, Afro-Cuban, rock/pop and contemporary dance music;
- Begin to recognise and distinguish jazz language in terms of chord voicings, quartal harmony, pan tonality and the specific language that key artists have contributed to the style;
- Recognise any ascending and descending interval from a flat 2nd to a 13th as a means of building the necessary aural library to synthesise contemporary theoretical concepts into practical, usable and intuitive creative tools;
- Recognise triads in any position, 7th chords, the presence of tritones as an indicator of dominant function, the ability to distinguish between minor and major dominant progressions, and to be introduced to the concept and sound of secondary dominants;
- Recognise and transcribe short rhythmic passages and identify their stylistic origins, both in terms of genealogy and rhythm language; eg. 16th feel, straight 8ths, swinging quavers and Latin feels.

Recommended Reading

### UMC2032 MUSIC MATERIALS 2.2

**Campus** Sunbury  
**Prerequisite(s)** UMC2031 Music Materials 2.1.  
**Content** This unit aims to continue building on students' understanding of music theory, complementary aural skills and a context for how music develops in styles, sub-styles and genres. Students will continue to explore jazz as a contemporary art music and its tandem stylistic, harmonic, rhythmic and compositional development from the mid 20th Century to present. Investigations and aims of this unit will include: understanding substitution chords, effects and functions of pedal tones, reharmonisation of melodies, voice leading in progressions, chromatic and diatonic melodic construction and the evolution of the 6 minor 7 chord as an example of harmonic evolution in jazz. Other examples of chord voicings and techniques will also be examined and analysed. Chromaticism, pan tonality, quartal harmony and polytonality will be examined and examples will be given of these concepts as well the fundamental underlying principles. Students will learn to hear the upper extension tones of major, minor and dominant chords, and be introduced to the sounds of triads on bass notes. Latin music will be investigated in more depth particularly Salsa, Samba and Bossa Nova. Transcription tasks will be set for selected patterns from recordings as well as understand the genesis of these styles.  
**Learning Outcomes** On successful completion of this unit, students are expected to be able to:  
- Understand substitution chords, and the circumstances in which they can be used, and how to determine when they are appropriate;  
- Understand pedal tones, when to use them and the effect they have on the sound of a chord progression;  
- Develop skills and understanding to reharmonise melodies;  
- Develop techniques for voice leading a melodic line over a chord progression;  
- Develop techniques for voice leading chords through a progression;  
- Develop an understanding of chordal evolution in jazz using the 6 minor 7 chord as an example;  
- Develop an understanding and options for approaches to chord voicings, how the development of chord voicings has affected the sound of jazz, and how this has impacted on other music;  
- Develop an understanding of quartal harmony, chromaticism, pan tonality and polytonality and to study examples of each;  
- Develop an understanding and options for approaches to chord voicings, how the development of chord voicings has affected the sound of jazz, and how this have spilted into other sounds;  
- Aurally integrate the upper extension sounds in major, minor and dominant chords;  
- Recognise the sound of triads over bass notes and to specifically identify commonly used chords;  
- Recognise the sound of chords over chords;  
- Understand the fundamental sounds, origins and distinguishing rhythmic features of Salsa, Samba and Bossa Nova.  

**Required Reading**  

**Recommended Reading**  
- Miller, R 1996, Modal jazz composition and harmony, Advance Music, Rottenburg am Neckar, Germany.  

**Class Contact** Three hours per week for one semester comprising lectures and tutorials.  
**Assessment**  
- Aural assessment: 35%;  
- Analysis assessment: 35%;  
- Essay (2000 words): 30%.  

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### UMC2051 COMPOSITION 2

**Campus** Sunbury  
**Prerequisite(s)** A recognised State or National Diploma in Music Performance or Technical Production or equivalent.  
**Content** This unit of study aims to introduce students to a variety of compositional techniques which can be applied in the process of creating musical works. Topics include: techniques and approaches to composition in a contemporary context, including tonal, non-tonal, microtonal and spectral approaches from western and non-western traditions; computer applications for scoring and sound composition; selected techniques and approaches to applied composition, including composing for multimedia applications in film, theatre, dance and installation.  
**Learning Outcomes** On successful completion of this unit, students are expected to be able to:  
- Explore compositional tools and approaches;  
- Broaden and develop musicianship;  
- Compose short works in a variety of styles and applications.  

**Required Reading**  

**Recommended Reading**  
- Sherman Oaks.  

**Recommended Reading**  

**Class Contact** Two hours per week for one semester comprising lectures and tutorials.  
**Assessment**  
- Written composition exercises: 30%;  
- Workshop attendance and exercises: 10%;  
- Folio of pieces, including recorded realisations: 60%.  

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### UMC2061 ENSEMBLE 2.1

**Campus** Sunbury  
**Prerequisite(s)** A recognised State or National Diploma in Music Performance or Technical Production or equivalent.  
**Content** This unit of study aims to develop students' skills in choosing, negotiating, preparing (inclusive of arranging/transposing) repertoire within the context of a musical ensemble. Students will develop skills in researching and locating repertoire,
and investigating artistic values, goals and intents. They will demonstrate self-discipline in individual preparation. Students will examine their own personal conduct, including interpersonal interactions within an ensemble, and make the necessary adjustments to facilitate the optimum rehearsal and performance outcomes for each individual piece of music. The unit also aims to explore the character of the selected repertoire to achieve an understanding of styles and/or substyles. Successful completion of this unit will provide students with some of the information, skills and processes necessary to develop repertoire and perform at a professional level.

- Learning Outcomes On successful completion of this unit, students are expected to be able to: Demonstrate skills in selecting appropriate repertoire as a means of developing the sound, character and musical direction of an ensemble; Prepare scores and parts for members of the ensemble to rehearse and perform; Demonstrate fluency in transposing scores and parts to keys that are appropriate for members of the ensemble, transcribing music and lyrics from recordings and arranging parts to meet the specific instrumentation of the ensemble; Develop rehearsal techniques and communication skills within the ensemble; Address and solve problems that may occur in the process of rehearsing; Develop techniques and language for critically appraising ensemble performance and rehearsal; Develop improvisation skills within the ensemble; Develop critical listening skills for playing in an ensemble (ie, balance, intonation, rhythm, frequency range, dynamics and interpretation); Demonstrate individual organisational protocols as is required to attend ensemble classes fully prepared to engage in rehearsing repertoire; Demonstrate performance preparation skills; Develop good teamwork; Present works publicly to an advanced standard.

Required Reading Other material/works to be advised by the lecturer.


UMC2070 MUSIC TECHNOLOGY 2 Campus Sunbury Prerequisite(s) A recognised State or National Diploma in Music Performance or Technical Production or equivalent.

Content This unit of study aims to provide students with theoretical foundations and a practical working knowledge in the areas of digital audio, studio engineering techniques and MIDI. Functions and uses of a variety of recording tools will be explored. Topics include: modular digital multi-track recording systems; software based hard disk recording systems; MIDI principles; MIDI instruments, sequencing, controller functions; computer systems and basic maintenance; digital audio theory; linear and non-linear audio editing; advanced console signal flow; multi-tracking techniques; basic use of effects processors; equalisation and filters; dynamics control; basic mastering.

Learning Outcomes On successful completion of this unit, students are expected to be able to:
- Demonstrate an understanding of basic principles and application of digital audio recording;
- Demonstrate an understanding of audio-based computer systems, common file types and file management;
- Record, mix and master a live ensemble recording using digital systems;
- Demonstrate an understanding of basic principles and application of MIDI.


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

Assessment Session plan 10%; Live recording with lags 50%; Project report (500 words) 20%; Exam 20%.

UMC2075 MUSIC IN SOCIETY 2 Campus Sunbury Prerequisite(s) Nil.

Content This unit of study includes an investigation of selected musical cultures in a variety of social and political contexts. Popular and traditional music of Western and non-Western traditions will be considered through recordings, videos and ethnographic writings. Emphasis will be placed on the ways in which music shapes, and is shaped by, political life, gender and ethnic identity. Topics to be addressed (but not limited to) include: definitions of ‘popular’ in relation to music and culture; high and low culture; popular music and technology - uses, effects and trends; the nature and effects of mass media in relation to music and society; popular music and representation; globalisation and the world music market; cultural exchange, appropriation and imperialism; interpreting popular music - ‘get the message?’ - including an introduction to basic semiotic interpretation.

- Learning Outcomes On successful completion of this unit, students will be able to: Broaden their understanding of the scope of human musical activity throughout the world; Demonstrate an improved vocabulary and critical listening skills that will develop their ability to discuss music from an informed critical framework; Understand the ways in which music and identity are linked within social and cultural formations;

- Demonstrate individual organisational protocols as is required to attend ensemble classes fully prepared to engage in rehearsing repertoire;
- Demonstrate performance preparation skills;
- Demonstrate musical and stylistic awareness;
- Develop good teamwork;
- Present works publicly to an advanced standard.

Required Reading Other material/works to be advised by the lecturer.


Class Contact Two hours per week for one semester.

Assessment Progressive assessment 50%; Recital 50%.

UMC2062 ENSEMBLE 2.2 Campus Sunbury Prerequisite(s) UMC2061 Ensemble 2.1

Content This unit of study aims to develop students’ skills in choosing, negotiating, preparing (inclusive of arranging/transposing) repertoire within the context of a musical ensemble. Students will develop skills in researching and locating repertoire, and investigating artistic values, goals and intents. Students will demonstrate self-discipline in individual preparation. Students will examine their own personal conduct, including interpersonal interactions within an ensemble, and make the necessary adjustments to facilitate the optimum rehearsal and performance outcomes for each individual piece of music. The unit also aims to explore the character of the selected repertoire to achieve an understanding of styles and/or substyles. Successful completion of this unit will provide students with some of the information, skills and processes necessary to develop repertoire and perform at a professional level.

Learning Outcomes On successful completion of this unit, students are expected to be able to:
- Demonstrate skills in selecting appropriate repertoire as a means of developing the sound, character and musical direction of an ensemble;
- Prepare scores and parts for members of the ensemble to rehearse and perform;
- Demonstrate fluency in transposing scores and parts to keys that are appropriate for members of the ensemble, transcribing music and lyrics from recordings and arranging parts to meet the specific instrumentation of the ensemble;
- Develop rehearsal techniques and communication skills within the ensemble - address and solve problems that may occur in the process of rehearsing;
- Develop techniques and language for critically appraising ensemble performance and rehearsal;
- Develop improvisation skills within the ensemble;
- Develop critical listening skills for playing in an ensemble (ie, balance, intonation, rhythm, frequency range, dynamics and interpretation);
- Demonstrate improvisation skills within the ensemble;
- Develop critical listening skills for playing in an ensemble (ie, balance, intonation, rhythm, frequency range, dynamics and interpretation);
- Demonstrate improvisation skills within the ensemble;
- Develop critical listening skills for playing in an ensemble (ie, balance, intonation, rhythm, frequency range, dynamics and interpretation);
- Demonstrate improvisation skills within the ensemble;
- Develop critical listening skills for playing in an ensemble (ie, balance, intonation, rhythm, frequency range, dynamics and interpretation);
- Demonstrate improvisation skills within the ensemble;
- Develop critical listening skills for playing in an ensemble (ie, balance, intonation, rhythm, frequency range, dynamics and interpretation);
- Demonstrate improvisation skills within the ensemble;
- Develop critical listening skills for playing in an ensemble (ie, balance, intonation, rhythm, frequency range, dynamics and interpretation);
- Demonstrate improvisation skills within the ensemble;
- Develop critical listening skills for playing in an ensemble (ie, balance, intonation, rhythm, frequency range, dynamics and interpretation);
- Demonstrate improvisation skills within the ensemble;
- Develop critical listening skills for playing in an ensemble (ie, balance, intonation, rhythm, frequency range, dynamics and interpretation);
• Identify ways in which popular music has been connected historically to individual places, looking in particular at how this connection has been tied to issues of identity, and of the politics of place, and how that connection has been expressed in musical terms;
• Demonstrate their understanding of the role of social and cultural institutions in the development of popular music;
• Demonstrate their understanding of musico-logical research methods and the ways that this research can be documented.

Required Reading

Recommended Reading
A relevant and up-to-date reading list will be distributed to the class at the beginning of the unit. Students will be directed to a variety of texts, videos and audio sources and online resources such as e-journals and articles.

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

Assessment
Essay proposal 10%; Essay draft 20%; Essay 70%. (Total EWL 3000 words).

UMC2090 IMPROVISATION 2
Campus Sunbury
Prerequisite(s) A recognised State or National Diploma in Music Performance or Technical Production or equivalent.

Content
This unit aims to introduce students to a wide range of improvisational techniques. These include: free improvisation (in both a solo and group context); improvisation in harmonic based music; transcription and analysis as a means of developing individual improvisational language; concept-based improvisation; investigating the relationship between composition and improvisation; and establishing the value of developing a high level of instrumental skill and awareness.

The unit also aims to familiarise students with frameworks for approaching improvisation including: voice leading; interpretation of chord progressions; melodic and motivic development in phrasing; use and manipulation of rhythm; dynamics and articulation; pan-tonality; poly-tonality; interfacing aural and intellectual awareness; and practice techniques.

Learning Outcomes
On successful completion of this unit, students are expected to be able to:
• Improvise in situations that require western tonal functional harmony including jazz, Latin, straight eighth and 16th feels;
• Improvise in a “free” context where the boundaries around tonal and metric centres are relaxed;
• Improvise over one tonal centre where there is a fixed time and tempo;
• Merge styles and pieces of music in a postmodern framework;
• Interpret a chord progression using techniques of pan tonality, substitution and reharmonisation;
• Manipulate the upper extension colours of chord tones as a means of developing a more advanced command of harmonic language and modern style of expression, as is consistent with contemporary improvised art music;
• Create and execute precise musical statements through use of phrasing, dynamics, rhythmic manipulation and articulation;
• Improvise using both simple and complex rhythmic ideas.

Required Reading

Relevant Reading

Class Contact
Two hours per week for one semester comprising lectures and tutorials.

Assessment
Transcriptions 25%; Analysis of transcriptions 25%; Improvisations in small ensembles 25%; Solo improvisations 25%.

UMC2212 NEGOTIATED PROJECT 2
Campus Sunbury
Prerequisite(s) A recognised State or National Diploma in Music Performance or Technical Production or equivalent.

Content
This unit of study offers an opportunity for students to devise and pursue a self-directed project relating to music performance and/or production. Projects may be independent or collaborative in nature. Students will design and define the nature of the project, the work to be submitted for assessment, and the criteria on which this is to be assessed. Students will be required to submit a written proposal to the unit coordinator defining the project and the required outcomes for consideration, negotiation and approval prior to the commencement of the project. In the first instance, students will receive general instruction about the nature of the project areas and ideas, and guided towards necessary considerations. On approval of the project, students will receive specific guidance during the project through consultation with the unit coordinator.

• Learning Outcomes
  On successful completion of this unit, students will be able to:
  • Plan and develop a project;
  • Develop particular and specialised skills in a variety of areas related to music;
  • Work independently;
  • Demonstrate negotiation and communication skills in relation to the project;
  • Analyse and assess their own skills;
  • Conduct and complete a negotiated program of work.

Required Reading
Students will be directed towards relevant and specific texts and other resources appropriate to their projects.

Recommended Reading
To be advised by the unit coordinator.

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

Assessment
Project proposal 10%; Project plan 40%; Project log book 50%. (Equivalent EWL 3000 words).

UMC2220 ARRANGING 2
Campus Sunbury
Prerequisite(s) A recognised State or National Diploma in Music Performance or Technical Production or equivalent.

Content
This unit of study aims to focus on principles and techniques of arranging. Topics include: study of modern notation; characteristics of instruments and idiomatic writing as part of the arranging process; score analysis; standard and spread voicings, melodic embellishment and guide tones; form; combining of acoustic, electronic and MIDI instruments.

Learning Outcomes
On successful completion of this unit, students are expected to be able to:
• Demonstrate familiarity with arranging techniques within a variety of styles and genres of music;
• Demonstrate familiarity with the basic issues and problems of arranging for different instrumental forces;
• Demonstrate familiarity with idiomatic phenomena connected with different instrumental forces;
• Produce arrangements for various ensembles.

Required Reading
Garcia, R 1994, The professional arranger composer, Criterion Music, New York. Other texts, scores and recordings as recommended by the lecturer.

Recommended Reading

Class Contact
Two hours per week for one semester comprising lectures and tutorials.

Assessment
Class exercises 60%; Major arrangement 40%.

UMC2230 MUSIC DIRECTION - PRODUCTION 2
Campus Sunbury
Prerequisite(s) A recognised State or National Diploma in Music Performance or Technical Production or equivalent.

Content
This unit of study aims to develop students’ communication, organisational, technical, and management skills in live and studio based recording situations. Topics include: roles of the producer/engineer/musical director in a recording session; communicating with artists in recording sessions; preparation and organisation of a recording session; time management; common digital recording formats; advanced mixing console signal flow; basic pre-production methods; practical studio production
UMC3011 PRINCIPAL STUDY 3.1
Campus Sunbury
Prerequisite(s) UMC3021 Performance Seminar 3.1.
Content This unit of study aims to further develop and extend the technical and interpretive skills of instrumental/vocal performance to a professional level. The specialist teacher will assist students in evaluating their technical, interpretative and improvisational skills. The teacher will guide students in setting goals, strategies, exercises and practice routines. A program of repertoire and technical work will be selected by the specialist teacher and student that presents technical, improvisational and interpretive challenges. Students are expected to maintain a regular practice schedule and will be required to keep a practice journal.
Learning Outcomes On successful completion of this unit, students are expected to be able to:
• Consolidate their ability to assess and develop areas of technical weakness on their instrument of study;
• Select and develop repertoire that presents as technically and/or stylistically challenging;
• Develop skills and explore concepts of improvisation;
• Incorporate improvisation skills and concepts in ensemble and solo repertoire;
• Develop original compositions on the instrument of study;
• Develop and maintain a written practice schedule;
• Develop an advanced level of interpretive skills and overall musicianship;
• Present works publicly at an advanced level;
• Develop and consolidate reliable technique;
• Prepare recital programs;
• Promote lifelong learning skills such as good practice habits and approaches to problem-solving.
Required Reading To be advised by the specialist teacher in consultation with the student.
Recommended Reading Texts, scores and recordings as recommended by the specialist teacher.
Class Contact Forty-five minutes of individual instruction for one semester. Note: Group tuition may also be used in this unit.
Assessment Progressive assessment 30%; End-of-semester recital 70%.

UMC3012 PRINCIPAL STUDY 3.2
Campus Sunbury
Prerequisite(s) UMC3011 Principal Study 3.1.
Content This unit aims to further develop and extend the technical and interpretive skills of instrumental/vocal performance to a professional level. The specialist teacher will assist students in evaluating their technical, interpretative and improvisation skills. The teacher will guide students in setting goals, strategies, exercises and practice routines. A program of repertoire and technical work will be selected by the lecturer and student that presents technical, improvisational and interpretive challenges. Students are expected to maintain a regular practice schedule and will be required to keep a practice journal.
Learning Outcomes On successful completion of this unit, students are expected to be able to:
• Consolidate their ability to assess and develop areas of technical weakness on their instrument of study;
• Select and develop repertoire that presents as technically and/or stylistically challenging;
• Develop skills and explore concepts of improvisation;
• Incorporate improvisation skills and concepts in ensemble and solo repertoire;
• Develop original compositions on the instrument of study;
• Develop and maintain a written practice schedule;
• Develop an advanced level of interpretive skills and overall musicianship;
• Present works publicly at an advanced level;
• Develop and consolidate reliable technique;
• Prepare recital programs;
• Promote lifelong learning skills such as good practice habits and approaches to problem-solving.
Required Reading To be advised by the specialist teacher in consultation with the student.
Recommended Reading Texts, scores and recordings as recommended by the specialist teacher.
Class Contact Four hours per week for one semester. Note: Group tuition may be used in this unit.
Assessment Progressive assessment 30%; End-of-semester recital 60-minute program of works of which at least one must be an original composition or improvisation 70%.

UMC3021 PERFORMANCE SEMINAR 3.1
Campus Sunbury
Prerequisite(s) UMC3022 Performance Seminar 2.2.
Content This unit of study provides a forum for students to perform solo and ensemble repertoire developed in Principal Study and Ensemble classes. The students and lecturer will analyse and critique each performer and the ensemble as a whole. The focus of these critiques will be on performance/musicianship issues and the consolidation of an articulate language for the expression of ideas about music and performance. Discussion will include issues of stagecraft, group interaction, musicianship, presentation, improvisation and technique. Students will further develop their critical language through a written critique.
Learning Outcomes On successful completion of this unit, students are expected to be able to:
• Learn to lead in the creating and maintaining of a positive performance space such that all members of an ensemble feel as safe as possible to create and perform;
• Increase aural and intellectual awareness of some of the issues and choices concerning the performance, reception and public presentation of music.
• Learning Outcomes On successful completion of this unit, students are expected to be able to:
Required Reading To be advised by lecturer.
Recommended Reading Reviews of live performances in major newspapers, music magazines and journals.
Class Contact Two hours per week for one semester.
Assessment Progressive assessment 60%; Written critique 40%.

UMC3022 PERFORMANCE SEMINAR 3.2
Campus Sunbury
Prerequisite(s) UMC3021 Performance Seminar 3.1.
Content This unit provides a forum for students to perform solo and ensemble repertoire developed in Principal Study and Ensemble classes. The students and lecturer will analyse and critique each performer and the ensemble as a whole. The focus of these critiques will be on performance/musicianship issues and the consolidation of an articulate language for the expression of ideas about music and performance. Discussion will include issues of stagecraft, group interaction, musicianship, presentation, improvisation and technique. Students will further develop their critical language through a written critique.
Learning Outcomes On successful completion of this unit, students are expected to be able to:
Mature in experience and confidence with performing solo and/or ensemble repertoire;
Consolidate a critical language to comment on and analyse aspects of performance;
Consolidate a communication style that is honest yet supportive and encouraging;
Consolidate a variety of performance techniques including communication on stage, error correction, cueing, listening and experimenting with ensemble sonoric density;
Learn to lead in the creating and maintaining of a positive performance space such that all members of an ensemble feel as safe as possible to create and perform;
Increase aural and intellectual awareness of some of the issues and choices concerning the performance, reception and public presentation of music.

Required Reading
To be advised by lecturer.

Recommended Reading
Reviews of live performances in major newspapers, music magazines and journals.

Class Contact
Two hours per week for one semester.

Assessment
Progressive assessment 60%; Written critique 40%.

UMC3031 MUSIC MATERIALS 3.1
Campus Sunbury
Prerequisite(s) UMC2032 Music Materials 2.2.

Content
This unit of study aims to consolidate students’ understanding of music theory, complementary aural skills and a context for how music develops in styles, sub-styles and genres. Students will continue to explore jazz as a contemporary art music and its tandem stylistic, harmonic, rhythmic and compositional development from the mid 20th Century to present. Investigations and aims of this unit will include: consolidating an understanding of substitution chords, more complex and developed reharmonisation, voice leading, chromatic and diatonic melodic construction and chord voicing construction. Students will gain a detailed understanding of chromaticism including examples from Bach, Schoenberg, Hancock and Liebman consolidating the use of pan-tonality, quartal harmony and polytonality in examples of jazz standards (both aural andnotated examples will be used). Students will begin to consolidate an understanding of theory in order to explore possibilities for harmonic construction; developing systems for the creation of new sounds - chords on chords, triads on bass notes, and how to organise all this information and integrate as a composer/improviser/performer. Ideas of cross-pollination into other artforms including film, theatre, sculpture and painting will be introduced. Students will expand their aural acceptance of dissonance as part of integrating complex harmonic possibilities and colours.

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

- Consolidate an understanding of the use of substitution chords and their role in reharmonisation;
- Develop reharmonisation skills, looking at existing notated and aural examples of standards, applying techniques to reharmonise standards to achieve a more contemporary sound;
- Understand and integrate more developed voice leading techniques;
- Understand and integrate more developed chromatic and diatonic melodic construction;
- Understand and integrate more developed techniques for constructing chords and voicings;
- Consolidate understanding of chromaticism, its development from Bach to Liebman and the relationship between understanding and aural acceptance;
- Sight read, sing and hear and notate tonal and atonal melodies;
- Consolidate understanding of pan tonality, quartal harmony and polytonality in jazz and classical genres;
- Develop understanding of how to organise systems to integrate contemporary theoretical concepts to a point where they are comfortable at composing and improvising performers;
- Continue expanding aural acceptance of dissonance as a means of integrating complex harmonic possibilities;
- Develop an understanding of serialism;
- Develop an awareness of alternative postmodern compositional techniques, and alternative notation systems, including the development of new instruments to satisfy the demands of new boundaries in compositions;
- Develop an awareness of music as a contemporary and cutting edge artform, its relationship to other contemporary artforms and the dialogue between all the arts in interpreting postmodernity;

- Discuss and utilise specific techniques which may be used in the analysis of contemporary music;
- Identify prominent stylistic features evident in a range of contemporary popular and jazz examples.

Required Reading

Recommended Reading

Assessment
Aural assessment 1 15%; Aural assessment 2 15%; Listening test 10%; Analysis 1 15%; Exam: analysis 2 15%; Essay (2000 words) 30%.

UMC3032 MUSIC MATERIALS 3.2
Campus Sunbury
Prerequisite(s) UMC3031 Music Materials 3.1.

Content
This unit of study aims to consolidate students’ understanding of music theory, complementary aural skills and a context for how music develops in styles, sub-styles and genres. Students will continue to explore Jazz and Classical music as contemporary art music and their tandem stylistic, harmonic, rhythmic and compositional development from early 20th Century to present. Students will also consolidate their understanding of other music systems including serialism and post-modern compositional techniques inclusive of alternative notation systems. The unit also aims to consolidate an understanding of substitution chords, more complex and developed reharmonisation, voice leading, chromatic and diatonic melodic construction and chord and voicing construction. Students will gain a detailed understanding of chromaticism including examples from Bach, Schoenberg, Messiaen, Chopin, Hancock, Black, Jarrett, Evans and Liebman. More complex examples of pan-tonality, quartal harmony and polytonality in jazz standards will be studied (both aural andnotated examples will be used). Students will consolidate an understanding of theory in order to explore possibilities for harmonic construction; developing systems for the creation of new sounds - chords on chords, triads on bass notes, and how to organise this information and integrate as a composer/improviser/performer. Ideas of cross-pollination into other artforms including film, theatre, sculpture, and painting will be further explored. Students will continue to expand their aural acceptance of dissonance as part of integrating complex harmonic possibilities and colours.

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

- Consolidate an understanding of the use of substitution chords and their role in reharmonisation;
- Develop reharmonisation skills, looking at existing notated and aural examples of standards, applying techniques to reharmonise standards to achieve a more contemporary sound;
- Understand and integrate more developed voice leading techniques;
- Understand and integrate more developed chromatic and diatonic melodic construction;
- Understand and integrate more developed techniques for constructing chords and voicings;
- Consolidate understanding of chromaticism, its development from Bach to Liebman and the relationship between understanding and aural acceptance;
- Sight read, sing and hear and notate tonal and atonal melodies;
- Consolidate understanding of pan tonality, quartal harmony and polytonality in jazz and classical genres;
- Develop understanding of how to organise systems to integrate contemporary theoretical concepts to a point where they are comfortable at composing and improvising performers;
- Continue expanding aural acceptance of dissonance as a means of integrating complex harmonic possibilities;
- Develop an understanding of serialism;
- Develop an awareness of alternative postmodern compositional techniques, and alternative notation systems, including the development of new instruments to satisfy the demands of new boundaries in compositions;
- Develop an awareness of music as a contemporary and cutting edge artform, its relationship to other contemporary artforms and the dialogue between all the arts in interpreting postmodernity;

- Discuss and utilise specific techniques which may be used in the analysis of contemporary music;
- Identify prominent stylistic features evident in a range of contemporary popular and jazz examples.

Recommended Reading

Assessment
Aural assessment 1 15%; Aural assessment 2 15%; Listening test 10%; Analysis 1 15%; Exam: analysis 2 15%; Essay (2000 words) 30%.
• Develop reharmonisation skills, looking at existing notated and aural examples of standards, applying techniques to reharmonise standards to achieve a more contemporary sound;
• Understand and integrate more developed voice leading techniques;
• Understand and integrate more developed chromatic and diatonic melodic construction;
• Understand and integrate more developed techniques for constructing chords and voicings;
• Consolidate understanding of chromaticism and its development from Bach to Block and the relationship between understanding and aural acceptance;
• Sight read, sing and hear and notate tonal and atonal melodies;
• Consolidate understanding of pan tonality, quartal harmony and polytonality in jazz and classical genres;
• Re-invent harmonic construction using chords on chords and triads on bass notes;
• Develop mature approaches in understanding how to organise systems to integrate contemporary theoretical concepts for composition and improvisation;
• Continue expanding aural acceptance of dissonance as a means of integrating complex harmonic possibilities;
• Consolidate an understanding of serialism and its application in contemporary composition and improvisation;
• Further develop an awareness of alternative postmodern compositional techniques that include time stretching, rhythm capsules, alternative notation systems and contemporary performance/spontaneous composition techniques;
• Consolidate an awareness of contemporary as a contemporary and cutting edge artform, its relationship to other areas of contemporary music and the dialogue between the arts in interpreting postmodernity.


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

Assessment Aural assessment 1 15%; Aural assessment 2 15%; Listening test 10%; Analysis 1 15%; Exam : analysis 2 15%; Essay (2000 words) 30%.

UMC3051 COMPOSITION 3

Campus Sunbury

Prerequisite(s) UMC2051 Composition 2.

Content This unit aims of study to provide students with the opportunity to express creative ideas within a musical language and to provide a forum where students can develop their creative decision making processes. A broad range of compositional techniques will be surveyed. Topics include: advanced techniques and approaches to composition in a contemporary context, including tonal, non-tonal, microtonal and spectral approaches from western and non-western traditions; approaches to structure; acoustic, spatial and electro-acoustic considerations in composition; composing for large ensembles; advanced techniques and approaches to applied composition in film, dance, theatre or other multimedia applications.

- Learning Outcomes On successful completion of this unit, students are expected to be able to:
- Learn the range and use of compositional tools;
- Foster the development of a personal compositional voice;
- Develop creative decision-making processes;
- Compose works in a variety of styles;
- Compose a short work for a large ensemble.


Class Contact Two hours per week for one semester comprising lectures and tutorials.

Assessment Written composition exercises 30%; Workshop attendance and exercises 10%; Folio of pieces, including recorded realisations 60%.

UMC3061 ENSEMBLE 3.1

Campus Sunbury

Prerequisite(s) UMC2062 Ensemble 2.2.

Content This content aims to consolidate students’ skills in choosing, negotiating, preparing (inclusive of arranging/transposing) repertoire within the context of a musical ensemble and to provide a forum for the development of their own original compositions. Students will consolidate skills of researching and locating repertoire, composing original repertoire, and communicating artistic values, goals and intents. Students will demonstrate maturity and professionalism in their level of self-discipline, individual preparation and conduct within the ensemble including inter-personal interactions and making the necessary adjustments to bring the most optimum rehearsal and performance outcomes. The unit also aims to explore the character of selected repertoire in order to develop understandings of style and sub-style that are part of the cultural complexity of contemporary music. Successful completion of this unit will provide each student with the information, skills and process necessary to develop repertoire and perform at a professional level.

Learning Outcomes On successful completion of this unit, students are expected to be able to:
- Select appropriate repertoire as a means of developing the sound, character and musical direction of the ensemble;
- Prepare scores and parts for members of the ensemble to rehearse;
- Transpose scores and parts to keys that are appropriate for members of the ensemble, transcribing music and lyrics from recordings and arranging parts to meet the specific instrumentation of the ensemble;
- Consolidate rehearsal techniques and communication skills within the ensemble;
- Address and solve problems that may occur in the process of rehearsing;
- Consolidate techniques and language for critically appraising ensemble performance and rehearsal;
- Consolidate improvisation skills within the ensemble;
- Consolidate critical listening skills for playing in an ensemble (ie, balance,
articulate their own development and growth at the end of this unit as a means of developing their repertoire in order to develop understandings of style and substyle that are part of the cultural complexity of contemporary music. Successful completion of this unit will provide each student with the information, skills and process necessary to develop repertoire and perform at a professional level. Students will be able to articulate their own development and growth at the end of this unit as a means of artistic self-reflection and determining an artistic vision for their future.

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

- Select appropriate repertoire as a means of developing the sound, character and musical direction of the ensemble;
- Prepare scores and parts for members of the ensemble to rehearse;
- Transpose scores and parts to keys that are appropriate for members of the ensemble, transcribing music and lyrics from recordings and arranging parts to meet the specific instrumentation of the ensemble;
- Consolidate rehearsal techniques and communication skills within the ensemble;
- Address and solve problems that may occur in the process of rehearsing;
- Consolidate techniques and language for critically appraising ensemble performance and rehearsal;
- Compose at least one musical work for the ensemble;
- Consolidate improvisation skills within the ensemble;
- Consolidate critical listening skills for playing in an ensemble (i.e. balance, intonation, rhythm, frequency range, dynamics and interpretation);
- Consolidate individual organisational protocols as is required to attend ensemble classes fully prepared to engage in rehearsals;
- Lead the ensemble and manage its creative development;
- Consolidate performance preparation skills;
- Consolidate musical and stylistic awareness;
- Develop good teamwork skills;
- Present works publicly to an advanced standard.

Required Reading Sher, C 1988, The new real book, Sher Music Company, Petaluma, California. Other material/works to be advised by the lecturer.


**UMC3062 ENSEMBLE 3.2**

**Campus** Sunbury

**Prerequisite(s)** UMC3061 Ensemble 3.1.

**Content** This unit of study aims to consolidate students’ skills in choosing, negotiating, preparing (inclusive of arranging/tansposing) repertoire within the context of a musical ensemble and to provide a forum for the development of their own original compositions. Students will consolidate skills of researching and locating repertoire, composing original repertoire, and communicating artistic values, goals and intents. Students will demonstrate maturity and professionalism in their level of self-discipline, individual preparation and conduct within the ensemble including interpersonal interactions and making the necessary adjustments to bring the most optimum rehearsal and performance outcomes. The unit aims to explore the character of selected repertoire in order to develop understandings of style and substyle that are part of the cultural complexity of contemporary music. Successful completion of this unit will provide each student with the information, skills and process necessary to develop repertoire and perform at a professional level. Students will be able to articulate their own development and growth at the end of this unit as a means of artistic self-reflection and determining an artistic vision for their future.

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

- Select appropriate repertoire as a means of developing the sound, character and musical direction of the ensemble;
- Prepare scores and parts for members of the ensemble to rehearse;
- Transpose scores and parts to keys that are appropriate for members of the ensemble, transcribing music and lyrics from recordings and arranging parts to meet the specific instrumentation of the ensemble;
- Consolidate rehearsal techniques and communication skills within the ensemble;
- Address and solve problems that may occur in the process of rehearsing;
- Consolidate techniques and language for critically appraising ensemble performance and rehearsal;
- Compose at least one musical work for the ensemble;
- Consolidate improvisation skills within the ensemble;
- Consolidate critical listening skills for playing in an ensemble (i.e. balance, intonation, rhythm, frequency range, dynamics and interpretation);
- Consolidate individual organisational protocols as is required to attend ensemble classes fully prepared to engage in rehearsals;
- Lead the ensemble and manage its creative development;
- Consolidate performance preparation skills;
- Consolidate musical and stylistic awareness;
- Develop good teamwork skills;
- Present works publicly to an advanced standard.

Required Reading Sher, C 1988, The new real book, Sher Music Company, Petaluma, California. Other material/works to be advised by the lecturer.


**Assessment**

Progressive assessment 50%; Recital 50%.

**UMC3070 MUSIC TECHNOLOGY 3**

**Campus** Sunbury

**Prerequisite(s)** UMC2070 Music Technology 2.

**Content** This unit of study aims to provide students with theoretical foundations and a practical working knowledge in the areas of MIDI and hard disk recording systems, and their application in various areas of the music and audio industries. Topics include: non-linear recording systems; integrated MIDI and audio production software systems; software synthesizers, samplers and virtual instruments; advanced console signal flow; creative use of effects processors; multi-band dynamics control; basic SMPTE, MTC and MIDI Clock synchronisation; professional mastering formats; file management, backup and session sharing; consumer media formats; CD, DVD, Minidisk etc; compressed audio formats; mp3, AAC, etc; introduction to internet audio applications; introduction to surround sound.

- **Learning Outcomes** On successful completion of this unit, students are expected to be able to:
  - Demonstrate a professional level of competence in hard disk recording and the use of computer-based digital audio recording systems;
  - Demonstrate an applied general knowledge of ancillary technologies used in audio production;
  - Prepare recorded materials for a variety of professional formats and consumer media.


**Class Contact** Two hours per week for one semester comprising lectures and tutorials.

**Assessment** Session plan 10%; Live recording with logs 50%; Project report (500 words) 20%; Exam 20%.

**UMC3075 MUSIC IN SOCIETY 3**

**Campus** Sunbury

**Prerequisite(s)** UMC2075 Music in Society 2.

**Content** This unit of study explores the functions of popular music in our daily lives including an investigation of various representations and modes such as film, media, lifestyle, fashion and performance events. General issues will be illustrated through a series of textual analyses from a variety of cultural settings. The unit specifically addresses issues of: cultural exchange, appropriation and imperialism; differing uses and effects of music from different cultures — including ethnic, geographic, religious and a variety of ‘sub-cultures’; cultural representations; political uses and representations within and between various cultures. Topics and issues will be examined from a variety of perspectives to inform discussion on issues of bias and the cultural message. Perspectives include, but are not limited to: historical, economic, religious, gendered, culturally specific and local (in comparison to global).

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

- Critically review and discuss a variety of texts from a specifically ethnographic perspective;
- Consolidate analytical and critical methodologies in preparation for reviewing and critiquing texts;
- Consolidate general and specific research methodologies;
- Plan, conduct and document an ethnographic research essay.


Recommended Reading A relevant and up-to-date recommended reading list will be distributed at the class at the beginning of the unit. Students will be directed to a variety of texts, video and audio sources and online resources such as e-journals and articles.

**Class Contact** Two hours per week for one semester comprising lectures and tutorials.

UMC3096 MUSIC BUSINESS
Campus Sunbury
Prerequisite(s) Nil.

Content This unit of study aims to provide students with an overview of the international music industry. This will be contextualised by the economic system under which it has prospered and consistent factors that have an ever-changing yet ongoing impact on the industry, particularly technology. The economic cycles that have occurred in the industry will be demonstrated; the causes of consolidation and expansion; the onset, impact and implications of globalisation; majors versus independents; and the means by which multinational corporations manoeuvre in order to maintain power and control. Students will research and examine theories that may explain the direction in which the music industry is headed and propose possible future industry models.

UMC3090 IMPROVISATION 3
Campus Sunbury
Prerequisite(s) UMC2090 Improvisation 2.

Content This unit of study aims to consolidate a wide range of improvisational techniques and approaches These will include, free improvisation (in both a solo and group context), improvisation in harmonic based art music, transcription and analysis as a means of developing individual improvisational language, concept based improvisation, investigating the relationship between composition and improvisation and establishing the value of developing a high level of instrumental skill and awareness. The unit also aims to familiarise students with frameworks for approaching improvisation including: voice leading; interpretation of chord progressions; melodic and motivic development in phrasing; use and manipulation of rhythm; dynamics and articulation; pan-tonality; poly-tonality; interfacing aural and intellectual awareness and practice techniques. The unit aims to encourage students to compose works for the specific purpose of creating a vehicle to support their individual improvisational development. These composed pieces should be designed to challenge particular skills that the student is undertaking to develop.

Learning Outcomes On successful completion of this unit, students are expected to be able to: Improvise in situations that contain western tonal functional harmony including jazz, Latin, straight eighth and 16th feels; Compose pieces that challenge specific improvisational techniques and approaches; Improvise in a ‘free’ context where the boundaries around tonal and metric centres are relaxed; Improvise over one tonal centre where there is a fixed time and tempo; Merge styles and pieces of music in a postmodern framework; Interpret a chord progression using techniques of pan tonality, substitution and reharmonisation; Manipulate the upper extension colour tones of chords as a means of developing a more advanced command of harmonic language and modern style of expression, as is consistent with contemporary improvised art music; Create and execute precise musical statements through use of phrasing, dynamics, rhythmic manipulation and articulation; Improvise using both simple and complex rhythmic ideas.

UMC3220 ARRANGING 3
Campus Sunbury
Prerequisite(s) UMC2200 Arranging 2.
Content This unit of study aims to provide an understanding of the craft of writing for small groups in combination with the rhythm section. Focus will be on applying the writing process to solo and background writing for two, three, four and five part combinations. Topics include: study of modern notation; characteristics of instruments and idiomatic writing as part of the arranging process; score analysis; standard and spread voicings, and melodic embellishment; partwriting and use of counterpoint; form; combining of acoustic, electronic and MIDI instruments.
Learning Outcomes On successful completion of this unit, students are expected to be able to:
- Demonstrate familiarity with arranging techniques within a variety of styles and genres of music;
- Demonstrate familiarity with the issues and problems of arranging for different instrumental forces;
- Demonstrate familiarity with idiomatic phenomena connected with different instrumental forces;
- Produce arrangements for various ensembles up to five parts.
Required Reading Garcia, R 1994, The professional arranger composer, Criterion Music, New York. Other texts, scores and recordings as recommended by the lecturer.
Class Contact Two hours per week for one semester comprising lectures and tutorials.
Assessment Class exercises 60%; Major arrangement 40%.

UMC3230 MUSIC DIRECTION - PRODUCTION 3
Campus Sunbury
Prerequisite(s) Nil.
Content This unit of study aims to consolidate students’ communication, organisational, technical and management skills in live and studio-based recording situations. Topics include: planning and organising a large-scale recording project; conflict resolution and communication; budgets and fee structures for personnel in a project; preparing charts and scores for recording sessions; music direction and production in theatre — musicals, plays, experimental theatre; music direction and production in film and multimedia projects; basic psychoacoustics; advanced multi-tracking and overdubbing techniques; punch-in and out, loop recording techniques; creative use of effects processors; mastering for a variety of formats; creative use of equalisation and dynamics control; advanced MIDI — MIDI to Notation conversion, advanced production controllers.
Learning Outcomes On successful completion of this unit, students are expected to be able to:
- Demonstrate an understanding of the advantages and disadvantages of a variety of recording formats and methods;
- Demonstrate an understanding of recording techniques used to complement and enhance a recorded performance;
- Know how to use psychoacoustic and interpersonal techniques to improve an artist’s performance;
- Know how to resolve conflicts that may arise in high-pressure situations;
- Demonstrate understanding of the roles of the producer, engineer and musical director in the studio and live performance projects;
- Apply critical thinking and problem-solving skills;
- Know current trends in production and distribution of music in the industry.
Class Contact Two hours per week for one semester comprising lectures and tutorials.
Assessment Students will either: record a piece of music, assuming the role of the Musical Director and Producer in co-ordinating the project from start to finish, or direct and produce an ensemble for a live performance project, such as a recital, concert or independent theatre production. Assessment includes: Project with logs (up to 10 minutes) 50%; Report from student (500 words) 20%; Session plan (500 words) 20%. Preparation of artist’s survey 10%.

UMT2012 ADVANCED MASTERING
Campus Sunbury
Prerequisite(s) A recognised State or National Diploma in Technical Production or Music Performance or equivalent.
Content This unit of study is designed to provide students with comprehensive knowledge, skills and techniques in advanced mastering, and will equip them with practical skills required to produce a product for commercial release. Topics include: current audio mastering software applications; mastering for CD duplication; mastering for vinyl duplication; advanced compression techniques in mastering; multiband compression systems; limiting and ultramaximising; equalisation types and techniques for mastering; phase coherency, mono summing; stereo enhancement techniques; noise reduction and audio restoration; digital editing and professional mastering skills.
Learning Outcomes On successful completion of this unit, students are expected to be able to:
- Produce a folio consisting of product ready for commercial release that will demonstrate secure competence in the use of professional audio mastering techniques and mastering software;
- Demonstrate theoretical grounding necessary to support the practical aspects of professional audio mastering techniques and mastering software.
Class Contact Two hours per week for one semester comprising lectures and tutorials.
Assessment Folia and studio logs 60%; Session plans 10%; Report 30%.

UMT2021 MUSIC THEORY
Campus Sunbury
Prerequisite(s) A recognised State or National Diploma in Technical Production or Music Performance or equivalent.
Content This unit of study aims to assist music technologists in developing an understanding of the basic language of music, enabling them to communicate effectively with musicians within the context of the audio production environment. The fundamentals of the language of music will be explored in the context of the audio production environment. Topics include: notation fundamentals, form and style, basic aural and keyboard skills, intonation, instrumentation and basic arranging, rhythmic concepts and terminology, modulation, harmony and chord theory.
Learning Outcomes On successful completion of this unit, students are expected to be able to:
- Develop an understanding and basic working knowledge of the fundamentals of music theory, notation and terminology;
- Develop a basic facility on the keyboard;
- Prepare basic handwritten lead sheets;
- Demonstrate knowledge of, and language for, communicating ideas relating to musical expression and interpretation.
Required Reading Fitzgerald, J 1999, Popular music theory and musicianship, Hazelmount Publishing, Lismore, NSW.
Recommended Reading To be advised by lecturer.
Class Contact Two hours per week for one semester comprising lectures and tutorials.
Assessment Progressive assessment in which students submit weekly take home exercises from materials studied in class 40%; Written exam 60%.

UMT2030 REMIXING 2
Campus Sunbury
Prerequisite(s) A recognised State or National Diploma in Music Performance or Technical Production or equivalent.
Content This unit of study will focus on approaches to MIDI and digital production techniques, and the development of creative skills and technical knowledge. The unit is practically based and examines current trends in software development, technological changes in hardware and production equipment and the creative process.
of interpreting and arranging music for a remix. Topics will include: sampling, audio editing, creating drum and rhythm loops, time compression/expansion, auto tune features and pitch correction, MIDI sequencing and automation, mastering, digital audio file formats and their management, arrangements and structure for a given style/genre.

- Learning Outcomes On successful completion of this unit, students are expected to be able to: Demonstrate practical skills in MIDI and digital production techniques;
- Demonstrate an understanding of current production techniques in the use of audio equipment and software applications;
- Manipulate technology in the expression of creative ideas.


Lehrman, PD & Tully, T 1993, MIDI for the professional, Amson, New York.

Recommended Reading Stavrov, MP 2003, Mixing with your mind, Flux Research, Sydney.

Class Contact Two hours per week for one semester comprising lectures and tutorials.

Assessment Remixed recording with logs 60%; Report (1000 words) 20%; Session plan 20%.

UMT2041 INDEPENDENT STUDY 2.1

Campus Sunbury

Prerequisite(s) A recognised State or National Diploma in Technical Production or Music Performance or equivalent.

Content This unit of study offers students the opportunity to create a major self-directed project in music production, and/or conduct further theoretical research into a chosen aspect of music production. It is intended as a prerequisite for Independent Study 2.2.

- Learning Outcomes On successful completion of this unit, students are expected to be able to: Define and prepare an independent program of work;
- Acquire independent research and study skills;
- Demonstrate knowledge of resources relevant to the area of study.

Recommended Reading Students will be directed towards the most relevant reading resources.

Recommended Reading To be advised by the unit co-ordinator.

Class Contact One hour lecture and one hour tutorial/workshop/supervision per week contact time, plus two hours of unsupervised study per week for one semester. A log of study hours is to be kept by the student.

Assessment Assessment will be negotiated between the student and the unit co-ordinator.

- Learning Outcomes On successful completion of this unit, students are expected to be able to: Demonstrate practical skills in MIDI and digital production techniques;
- Demonstrate an understanding of current production techniques in the use of audio equipment and software applications;
- Manipulate technology in the expression of creative ideas.


Lehrman, PD & Tully, T 1993, MIDI for the professional, Amson, New York.

Recommended Reading Stavrov, MP 2003, Mixing with your mind, Flux Research, Sydney.

Class Contact Two hours per week for one semester comprising lectures and tutorials.

Assessment Remixed recording with logs 60%; Report (1000 words) 20%; Session plan 20%.

UMT2042 INDEPENDENT STUDY 2.2

Campus Sunbury

Prerequisite(s) UMT2041 Independent Study 2.1

Content This unit of study offers students further opportunity to expand and complete a major self-directed project. Students will undertake the major body of their research, and report on the process. They will also prepare results, conclusions or completed projects as appropriate. Students will present their research as a journal article and in an oral seminar presentation.

- Learning Outcomes On successful completion of this unit, students are expected to be able to: Maintain and execute an independent program of work;
- Acquire independent research and study skills;
- Demonstrate knowledge of resources relevant to the area of study;
- Consolidate and present research as a journal article.

Required Reading Students will be directed towards the most relevant reading resources.

Recommended Reading To be advised by the unit co-ordinator.

Class Contact One hour lecture and one hour tutorial/workshop/supervision per week contact time, plus two hours of unsupervised study per week for one semester. A log of study hours is to be kept by the student.

Assessment Oral presentation (up to 20 minutes) 30%; Major Research Project of 5000 words or appropriate mix of written work and practical folio as agreed in the concept proposal and learning contract from Independent Study 2.1 70%.

UMT2100 ADVANCED PHYSICS AND PSYCHOACoustICS

Campus Sunbury

Prerequisite(s) A recognised State or National Diploma in Technical Production or Music Performance or equivalent.

Content This unit of study provides students with a thorough understanding of advanced principles in the physics of sound and human hearing perception. Topics will include: wave propagation — reflection, refraction, absorption, diffusion; harmonics, overtones, transient frequencies; infrasonic and ultrasonic frequencies; vibrational modes, resonance, formants; acoustics of musical instruments; sound analysis, Fourier analysis; Sound Pressure Level versus Loudness — the Decibel and Sone scales; critical bands and pitch discrimination; temporal discrimination; masking; Fletcher-Munson curves; spatialisation and localisation in hearing perception; the impact of sound on physiological and psychological functions in the human body.

- Learning Outcomes On successful completion of this unit, students are expected to be able to: Demonstrate applied knowledge of the physical properties of sound;
- Demonstrate applied knowledge of the acoustic behaviour of vibrating objects such as musical instruments;
- Demonstrate applied knowledge of the acoustic behaviour of outdoor and enclosed room environments;
- Demonstrate applied knowledge of various forms of sound analysis and human hearing perception and cognition.


Class Contact Two hours per week for one semester comprising lectures and tutorials.

Assessment Four worksheets with calculations, problems and experiments 40%; Exam 60%.

UMT2110 SOUND DESIGN 2

Campus Sunbury

Prerequisite(s) A recognised State or National Diploma in Music Performance or Technical Production or equivalent.

Content This unit of study aims to introduce students to the principles of creative sound design using a compositional approach. Students will survey a broad range of sound design applications in contemporary performance and installation. Topics include: principles of acoustics and psychoacoustics; techniques for acoustic and electro-acoustic sound composition; software environments for creative sound design; the application of musical principles in creative sound design; selected examples of multi-modal performance and installation; introduction to principles of integration; introduction to the principles of acoustic architecture, including proprietary surround systems.

- Learning Outcomes On successful completion of this unit, students are expected to be able to: Explore compositional tools and techniques applicable to contemporary sound design;
- Develop a musical approach to creative sound design;
- Compose sound scores and compositions for a range of performance and/or installation contexts.


UMT2120 ADVANCED DIGITAL AUDIO THEORY
Campus Sunbury
Prerequisite(s) A recognised State or National Diploma in Technical Production or Music Performance or equivalent.
Content This unit of study provides students with a thorough understanding of theoretical principles in digital audio and their application in studio hardware and software design. Topics include: analog to digital conversion systems; digital to analog conversion systems; Sigmoid-Delta conversion systems; digital audio encoding methods; storage media; digital filters; dither and noise shaping; error correction; oversampling and one-bit sampling; digital signal processing; digital tape encoding systems; digital audio transfer protocols; copy protection; digital rights management systems.
Learning Outcomes On successful completion of this unit, students are expected to be able to: Demonstrate an applied knowledge of current trends in digital audio encoding methods, conversion systems, file and tape formats, Digital Signal Processing and industry standards;
• Apply their knowledge to digital recording and digital broadcast environments.
Recommended Reading To be advised by lecturer.
Class Contact Two hours per week for one semester comprising lectures and tutorials.
Assessment Four worksheets with calculations, problems and experiments, to be completed at regular intervals throughout the semester 40%; Written examination 60%.

UMT2130 COMPOSING WITH TECHNOLOGY
Campus Sunbury
Prerequisite(s) Nil.
Content This unit of study explores a wide range of software and hardware tools used for creative and technical musical tasks. It introduces students to basic compositional skills and theories including songwriting and notation. A strong emphasis is placed on critical analysis of current trends in electronic music composition through listening and discussion. Topics include: advanced MIDI Sequencing and Sampling techniques; MIDI to Notation conversion; audio to MIDI conversion; basic harmony and voice leading in contemporary electronic music; exploring texture, dynamics and articulation with electronic techniques; form and structure in contemporary styles; composing with timber, non-tonal composition; algorithmic and predictive composition techniques; critical analysis of compositional and production techniques in selected works.
Learning Outcomes On successful completion of this unit, students are expected to be able to: Use the studio environment to develop their creative potential;
• Critically assess techniques used by commercially successful artists;
• Demonstrate fluency in both traditional and contemporary songwriting and compositional techniques, particularly in relation to digital audio technology.
Recommended Reading Brown, RJ & Griese, M 2000, Electronica dance music and discographies as recommended by the lecturer.
Class Contact Two hours per week for one semester comprising lectures and tutorials.
Assessment Musical Composition (up to 10 minutes in length) and Report (1000 words) 70%; Essay (2000 words) 30%.

UMT2222 BROADCAST SYSTEMS
Campus Sunbury
Prerequisite(s) A recognised State or National Diploma in Technical Production or Music Performance or equivalent.
Content This unit of study aims to equip students with skills and knowledge of current broadcasting systems and industry standards. Topics include: overview of broadcasting industry; radio (AM, FM, internet, satellite), television (free-to-air, digital, cable, internet), and mobile phone information distribution; voice-over editing and preparation; dynamic range control for broadcast; equalisation for broadcast; ducking techniques; recording a commercial; live concert broadcasting; ‘08’ Outside Broadcast systems; digital broadcasting systems.
Learning Outcomes On successful completion of this unit, students are expected to be able to: Demonstrate an overview of a variety of broadcasting systems;
• Demonstrate practical facility in the use of a variety of software applications for broadcasting;
• Demonstrate an understanding of theoretical perspectives in a variety of broadcasting systems;
• Demonstrate an understanding of broadcasting systems through practical application.
Recommended Reading Audio Technology Magazine, Alchemedia Publishing Pty Ltd. CX Magazine, Julius Media Pty Ltd. Additional resources to be recommended by the lecturer.
Class Contact Two hours per week for one semester comprising lectures and tutorials.
Assessment In consultation with the lecturer the student will produce a program for radio or television. Program length between 15 and 30 minutes. Assessment includes: Production assignment 70%; Session plan and logs 10%; Written report (1500 words) 20%.

UMT2232 MULTIMEDIA APPLICATIONS
Campus Sunbury
Prerequisite(s) A recognised State or National Diploma in Music Performance or Technical Production or equivalent.
Content This unit of study is designed to provide students with a theoretical perspective and practical understanding in aspects of multimedia authoring and programming packages used in the production of multimedia and web based products. The unit includes the evaluation and use of a range of multimedia software applications and will explore basic web design, print media, digital visual mediums, DVD and CD-ROMs. Topics include: CCompact Disk and DVD standards and specifications; the ‘Coloured Books’; MPEG, AVI, Div-X, Windows Media, QuickTime video compression standards; digital video and image capture and transfer; DVD authoring systems; basic HTML and Flash applications; editing audio in digital movies, animations and slide-shows; overview of common multimedia software applications in video, web, animation and 3D design.
Learning Outcomes On successful completion of this unit, students are expected to be able to: Demonstrate a working knowledge of multimedia applications;
• Demonstrate skills to be able to create an interactive CD-ROM and/or DVD.
Class Contact Two hours per week for one semester comprising lectures and tutorials.
Assessment Concept plan 20%; Multimedia project 60%; Final report 20%.

UMT3011 ADVANCED ACOUSTICAL DESIGN
Campus Sunbury
Prerequisite(s) UMT2100 Advanced Physics and Psychoacoustics.
Content This unit of study aims to equip students with the skills and knowledge to assess and acoustically modify different environments and to plan and design a professional standard recording facility. Topics include: diffusion, diffraction and reflection, specifically related to recording studios and live venues; absorption co-efficients of common studio and venue materials; sound proofing techniques; ceiling designs; floor suspension; acoustic compression; Sabine’s values and their calculations; standing waves and room resonance; bass traps; Helmholz Resonators; spectral analysis of a listening environment; analysis and review of existing studio designs.
Learning Outcomes On successful completion of this unit, students are expected to be able to: Design a variety of recording and performance environments;
• Assess a variety of acoustic environments and their suitability for specific applications;
• Devise acoustic treatments to rectify problems within performance and recording environments.
Class Contact Two hours per week for one semester comprising lectures and tutorials.
Assessment Application Design (500 words plus diagrams) 20%; Sound proofing design (1000 words plus diagrams) 30%; Acoustic treatment (1000 words plus diagrams) 30%; Potential problem assessment (500 words plus diagrams) 20%.

UMT3031 REMIXING 3.1
Campus Sunbury
Prerequisite(s) UMT2120 Advanced Digital Audio Theory.
Content This unit aims to develop the students’ skills in advanced MIDI and digital production techniques. The unit will include a critical investigation of aesthetic and cultural considerations; issues of interpretation and context, authenticity and individuality. This unit examines current trends in software development, technological changes in hardware and production equipment, and the creative process of interpreting and arranging music for a remix. Topics will include: creating drum and rhythm loops; time compression/expansion; auto-tune features and pitch correction; advanced use of MIDI controllers; mix automation; digital audio file formats and their management; advanced use of filters and DSP effects; software-based plug-ins; advanced synthesis techniques; creative use of sampling; arrangements and structure for a given style/genre. Cultural, aesthetic and ethical issues will be examined in relation to the works of current artists in this field. Content may be updated to reflect rapid changes in this field of music technology.
• Learning Outcomes On successful completion of this unit, students are expected to be able to: Apply advanced practical skills in MIDI and digital production techniques;
• Demonstrate an advanced understanding of current production techniques in the use of audio equipment and software applications;
• Demonstrate knowledge of current ethical issues in relation to remixing;
• Demonstrate an aesthetic awareness and confidence in the ability to manipulate technology in the expression of creative ideas.
Recommended Reading Stavrou, MP 2003, Mixing with your mind, Flux Research, Sydney. Current industry periodicals, internet sites and discographies as recommended by the lecturer.
Class Contact Two hours per week for one semester comprising lectures and tutorials.
Assessment Session plan 20%; Remix project with logs 50%; Report (1000 words) 30%.

UMT3032 REMIXING 3.2
Campus Sunbury
Prerequisite(s) UMT3031 Remixing 3.1.
Content This unit aims to develop the students’ skills in advanced MIDI and digital production techniques. The unit will include a critical investigation of aesthetic and cultural considerations; issues of interpretation and context, authenticity and individuality. This unit of study examines current trends in software development, technological changes in hardware and production equipment, and the creative process of interpreting and arranging music for a remix. Topics will include: creating drum and rhythm loops; time compression/expansion; auto-tune features and pitch correction; advanced use of MIDI controllers; mix automation; digital audio file formats and their management; advanced use of filters and DSP effects; software-based plug-ins; advanced synthesis techniques; creative use of sampling; arrangements and structure for a given style/genre. Cultural, aesthetic and ethical issues will be examined in relation to the works of current artists in this field. Content may be updated to reflect rapid changes in this field of music technology.
• Learning Outcomes On successful completion of this unit, students are expected to be able to: Apply advanced practical skills in MIDI and digital production techniques;
• Demonstrate an advanced understanding of current production techniques in the use of audio equipment and software applications;
• Demonstrate knowledge of current ethical issues in relation to remixing;
• Apply an aesthetic awareness and confidence in the ability to manipulate technology in the expression of creative ideas.
Recommended Reading Stavrou, MP 2003, Mixing with your mind, Flux Research, Sydney. Current industry periodicals, internet sites and discographies as recommended by the lecturer.
Class Contact Two hours per week for one semester comprising lectures and tutorials.
Assessment Concept proposal (1000 words) 30%; Learning contract (up to 500 words) 20%; Mid-year written progress report (2500 words) 50%.

UMT3041 INDEPENDENT STUDY 3.1
Campus Sunbury
Prerequisite(s) UMT2042 Independent Study 2.2.
Content This unit of study offers students further opportunity to create a major self-directed project in music production, and/or conduct further theoretical research into a chosen aspect of music production. It is intended as a prerequisite for Independent Study 3.2.
• Learning Outcomes On successful completion of this unit, students are expected to be able to: Define and prepare an independent program of work;
• Demonstrate independent research and study skills;
• Demonstrate knowledge of resources relevant to the area of study;
• Apply advanced practical and theoretical skills in a chosen area of sound production and/or audio technology.
Required Reading Students will be directed towards the most relevant reading resources.
Recommended Reading To be advised by unit co-ordinator.
Class Contact One hour lecture and one hour tutorial/ workshop/ supervision per week contact time, plus two hours of unsupervised study per week for one semester. A log of study hours is to be kept by the student.
Assessment Concept proposal (1000 words) 30%; Learning contract (up to 500 words) 20%; Mid-year written progress report (2500 words) 50%.

UMT3042 INDEPENDENT STUDY 3.2
Campus Sunbury
Prerequisite(s) UMT3041 Independent Study 3.1.
Content This unit of study offers students further opportunity to expand and complete their major self-directed project. The capstone task aims to reflect the application of Core Graduate Attributes in their Independent Study projects, as well as other sound production projects previously completed.
• Learning Outcomes On successful completion of this unit, students are expected to be able to: Define and prepare an independent program of work;
• Demonstrate acquisition of independent research and study skills;
• Demonstrate knowledge of resources relevant to the area of study;
• Apply advanced practical and theoretical skills in a chosen area of sound production and/or audio technology.
Required Reading Students will be directed towards the most relevant reading resources.
Recommended Reading To be advised by unit co-ordinator.
Class Contact One hour lecture and one hour tutorial/ workshop/ supervision per week contact time, plus two hours of unsupervised study per week for one semester. A log of study hours is to be kept by the student.
Assessment Assessment will be negotiated between the student and the unit co-ordinator and will form part of the written proposal agreed to prior to commencement of the project.
Oral presentation (up to 30 minutes) 20%; Major research project (5000 words or appropriate mix of written and practical work as agreed in the concept proposal and learning contract from Independent Study 3.1 60%); Capstone task (1000 word essay) 10%; Capstone task (oral/ showered and discography) 10%.

UMT3052 ADVANCED SYNCHRONISATION
Campus Sunbury
Prerequisite(s) UMT2120 Advanced Digital Audio Theory.
Content This unit of study provides students with practical and theoretical understanding of advanced synchronisation techniques used in music and video
production. Topics include: SMPTE time code and its standard frame rates; MIDI time code and its frame rates, industry standards for frame rates; ABS time code; digital clock synchronisation; word clock, S/PDIF, AES 3, AES 11, ADAT, superclock; pull-up and pull-down sample rates; synchronising digital recording media to analogue media using SMPTE to word clock conversion, video and film sync; VITC, composite video sync, black-burst sync; house sync and master clock systems in large facilities; GPS clock sync in digital broadcast and telecommunications; sample-accurate software synchronisation formats eg. Rewire, Wormhole, VST System Link; PPO and TSL sync and a variety of other tape-based synchronisation systems.

Learning Outcomes On successful completion of this unit, students are expected to be able to: Synchronise MIDI devices to MDM machines using ABS codes; Synchronise MIDI devices to analogue longitudinal tape formats using SMPTE time code; Synchronise multiple digital recording formats together and allocate the correct word clock masters; Synchronise two computer-based sequencing systems together using MIDI clock information; Synchronise MIDI devices to MDN recorders using VITC based ABS code; Synchronise multiple software applications together using sample-accurate formats, eg. Rewire; Design an efficient in-house studio synchronisation system to cater for a variety of recording formats.


Class Contact Two hours per week for one semester comprising lectures and tutorials. Assessment Studio configuration design 1 20%; Studio configuration design 2 20%; Practical examination 30%; Written examination 30%.

UMT3062 INTERNET AND STREAMING AUDIO 3.2

Campus Sunbury

Prerequisite(s) UMT2232 Multimedia Applications.

Content This unit of study provides students with a practical and theoretical understanding of internet technologies for the internet, data compression algorithms for streaming audio files, and streaming protocols. Topics include: embedded and interactive audio in websites; MIDI applications — Standard MIDI file distribution, embedded MIDI in web sites and animations; general MIDI and GM2 protocol plus Roland GS and Yamaha XG; sound fonts and downloadable sound (DLS) files; wireless audio streaming eg. Bluetooth; local network streaming and file sharing — Ethernet, S/PDIF, etc.; online music sales and distribution; online studio collaboration and session sharing; mp3 file-sharing systems, their legal and ethical issues; online music marketing and promotion; communicating with record labels online, submitting demos and remixes for review; audio industry user groups and discussion forums.

Learning Outcomes On successful completion of this unit, students are expected to be able to: Understand the application of file types for compressed digital audio; Select the correct file types for audio in relation to internet broadcast and distribution; Understand the nature of data transfer and storage on the internet; Understand data compression types, their underlying theoretical principles and their effect on the sonic quality of recordings; Understand the role of the internet in audio industry practices.


Class Contact Two hours per week for one semester comprising lectures and tutorials. Assessment Project 1: Session plan 1 20%; Project and report 1 40%; Project 2: Data CD and registration 10%; Forum submissions 30%.

UMT3100 REALTIME INTERACTIVE PERFORMANCE SYSTEMS

Campus Sunbury

Prerequisite(s) Nil.

Content This unit of study aims to acquaint students with the possibilities for expanded performance systems afforded by advances in technology. Topics include: techniques and technologies for interactive systems, including sensor technologies and computer software products; issues of integration with multi-modal performance and installation; survey of the systematic study of skilled human performance and human-computer interaction.

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

- Explore the creation of expanded performance systems including the real-time integration with multimedia;
- Acquire a systematic understanding of the skilled performance of musicians;
- Demonstrate proficiency in using computer software relevant to the construction of realtime interactive systems;
- Demonstrate proficiency in creating hardware devices relevant to the construction of realtime interactive systems.


Class Contact Two hours per week for one semester comprising lectures and tutorials. Assessment Written Exercises 10%; Workshop: attendance and exercises 20%; Design and implementation of an interactive performance system 40%; Presentation and performance 30%.
UMT3110 SOUND DESIGN 3
Campus Sunbury
Prerequisite(s) UMT2110 Sound Design 2.

Content This unit of study aims to equip students with the means to create original sound compositions for multimedia applications, with an emphasis on live media that includes theatre, dance and installation. Topics include: principles of spectro-morphology and other analytic approaches to organised sound and sound composition; cultural meanings of sound designs within contemporary performance and installation; advanced techniques for acoustic and electro-acoustic sound composition; application of advanced musical principles in creative sound design; integrating sound composition into multi-modal performance and installation applications; advanced principles of acoustic architecture, including the design of customised surround and other immersive and non-immersive sound environments.

- Learning Outcomes On successful completion of this unit, students are expected to be able to: Explore sound design as an integral component of collaborative projects;
- Explore advanced techniques for creating sound score compositions;
- Investigate techniques in the creation of virtual and acoustic spaces;
- Create an original sound composition for a live multimedia application;
- Explore new technologies in the creation of live and pre-recorded sound compositions.


Class Contact Two hours per week for one semester comprising lectures and tutorials.
Assessment Written exercises 20%; Workshop attendance and exercises 20%; Sound design applications 60%.
SCHOOL OF EDUCATION

Below are details of courses offered by the School of Education in 2009. This information is also available online on the University’s searchable courses database at www.vu.edu.au/courses

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

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

Course Code: ABEC

Campus: Melton and Sunbury

Introduction

The Bachelor of Education (Early Childhood/Primary) structure will incorporate the key practice features of the current Bachelor of Education (P-12), for example, Praxis Inquiry and Project Partnerships. The development of a Bachelor of Education (Early Childhood/Primary) also provides graduates from socially and culturally diverse backgrounds with multiple career pathways.

Course Objectives

The development of a Bachelor of Education (Early Childhood/Primary) would enable students to become skilled educators and provide young children with teaching and learning opportunities that will enhance their whole development.

Course Duration

This course is taken over four years full-time or part-time equivalent.

Course Structure

Year 1

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<td>INQUIRY FOR UNDERSTANDING</td>
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<td>PLAY DEVELOPMENT AND LEARNING</td>
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Year 1 Semester 2

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plus one General Studies elective

Year 2

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Year 2 Semester 4

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plus one General Studies elective

Year 3

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Year 3 Semester 6

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Year 4

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Year 4 Semester 8

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Electives to be advised.
**BACHELOR OF EDUCATION (VET/SECONDARY TEACHING)**

*Course Code ABVS*

**Campus** Melton

**Course Objectives**
- The Bachelor of Education (VET/Secondary Teaching) will have two distinctive outcomes: graduates can be registered with the Victorian Institute of Teaching as qualified to teach in Victorian Secondary Schools in two curriculum areas. Music, Technology, Information Technology and Vocational Educational and Training are likely teaching fields;
- that the course is designed to open high demand areas of schooling, curriculum field, and geographical area to potential teachers without current university qualifications in a way which does not impose a demand for unpaid study and work. Students in the Bachelor of Education (VET/Secondary Teaching) will be able to teach in Victorian Schools under the Victorian Institute of Teaching’s permission to teach provision.

**Course Duration**
Four years

**Course Structure**

**Year 1**
Semester 1
Advanced Standing Year 1 - Full Credit

Semester 2
Advanced Standing Year 1 - Full Credit

**Year 2**
Semester 3
Advanced Standing Year 2 - Full Credit

Semester 4
Advanced Standing Year 2 - Full Credit

**Year 3**
Semester 5

**Year 4**
Semester 7
AEB4110 CHANGE AND SOCIAL JUSTICE 12 0.1250 0
AEB4250 PEDAGOGY FOR INCLUSION 12 0.1250 0

Semester 8
AEB4212 JOINING THE TEACHING PROFESSION 12 0.1250 0
AEB4215 PRACTICE IN PARTNERSHIP (VET-SECONDARY TEACHING) 24 0.2500 1

Electives to be advised.

**Admission Requirements**
The two-year program will be open to candidates possessing:
- completed apprenticeship plus eight years of relevant industrial experience (counted from the start of apprenticeship);
- two-year former Associate Diploma or current TAFE Diploma plus two years of relevant industrial experience;
- Certificate of Technology plus six years of relevant industrial experience.

**MASTER OF EDUCATION**

*Course Code AMED*

**Campus** Footscray Park

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

**Course Objectives**

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

Course Duration
Course is offered over three semesters full-time or part-time equivalent.

Course Structure

**Year 1**

**Semester 1**
One core unit of study
Two units of study
or
Eight modules of study (Tertiary Education)

**Exit point:** Graduate Certificate - Learning and Leadership

**Semester 2**
One core unit of study
One elected unit of study
One other unit of study

**Exit point:** Graduate Diploma Learning and Leadership

**Semester 3**
Education Research Design and Methods

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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

Core Units Of Study

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Research units of study

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<td>AEG1411 ACTION RESEARCH PROJECT</td>
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Units of study

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<td>AEG5005 MANAGING SITES FOR TEACHING AND LEARNING</td>
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<td>AEG2418 PROFESSIONAL PRACTICE FOR YOUTH DEVELOPMENT</td>
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<td>AEG5004 EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY</td>
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<td>AEG5007 FACILITATING LEARNING ORGANISATIONS</td>
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<td>AEG5012 PROMOTING MATHEMATICS UNDERSTANDING</td>
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<td>AEG4219 CD AND DVD-ROM COURSEWARE PRODUCTION</td>
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</table>
Admission Requirements
To qualify for admission to the course, applicants must have a university degree completed at a meritorious level, or an equivalent qualification as approved by the School of Education, and satisfied the School that they have the aptitude for a comprehensive research project. The latter requirement can be met by extensive experience in the professional fields associated with the specialisations in the course. International students require an IELTS score of 6.5 with a minimum of six (6) in any band.

MASTER OF TEACHING (SECONDARY)
Course Code AMET
Campus Footscray Park/Sunbury
Introduction
This course aims to prepare teachers to be critically informed recipients of new professional knowledge and developing pedagogies for advancing workplace learning. It is designed to attract both international and local students into the teaching profession and to respond to the critical teacher shortage rate across Australia. With a strong focus on the teaching of various disciplines including Mathematics and Science, this course will maximise opportunity for graduates to become employable on completion of the course. The Master of Teaching (Secondary) course has two components: core and elective units of study. The core of the course is the existing one-year Graduate Diploma in Secondary Education. The elective units of study will be drawn from graduate units of study in the School of Education and if appropriate from other graduate courses across the university.

Course Objectives
The course will enable prospective students to:
• Graduate with a depth of knowledge and understanding of teaching and learning processes and systems to a level which allows them to have informed influences in educational environments;
• Satisfy Victorian Institute of Teaching registration requirements in that they will undertake the requisite number of supervised teaching days as well as complete method studies appropriate to their degrees. Meeting these requirements will enable prospective students to achieve the standards of professional practice required for full registration;
• Experience at their partnership schools, ‘learning in the workplace’ which involves both engaging fully with their own teaching practices as well as engaging in the wider school community where a complex number of stakeholders coexist;
• Develop knowledge about and experience in educational research linked to their practice;
• Engage with research-based teaching and apply theoretical models to their practice;
• Take leadership in the intellectual, professional and social climate of schools and other formal and informal teaching and learning institutions;
• Fully engage in a program that expresses explicit social justice commitments in education by ensuring that graduates are able to adopt pedagogical approaches and curriculum settings that include all students in learning;
• Share their culturally and linguistic diverse backgrounds and enrich their learning experiences as well as their students;
• Be eligible for professional teacher registration in Victorian schools by undertaking two years of study in Australia, an important consideration for international students.
• Meet the needs of secondary schools by offering students teaching qualifications in discipline areas that are currently in demand including Mathematics and Science education.

Course Duration
The course is offered over two years (four semesters) full-time or part-time equivalent.

Course Structure
General Course Structure
Year 1
Semester 1
AEG1653 APPROACHES TO TEACHING AND LEARNING 1 12 0.1250 0
AEG1652 SOCIAL CONTEXT OF TEACHING AND LEARNING 12 0.1250 0
Plus First Discipline Study - Unit 1
Plus Second Discipline Study - Unit 1
Semester 2
AEG1654 APPROACHES TO TEACHING AND LEARNING 2 12 0.1250 0
AEG1651 NEW LEARNING 12 0.1250 0
Plus First Discipline Study - Unit 2
Plus Second Discipline Study - Unit 2
Year 2
Semester 1
Approved Elective Study 1
Approved Elective Study 2
Approved Elective Study 3
Approved Elective Study 4
Semester 2
Approved Elective Study 5
Approved Elective Study 6
Approved Elective Study 7
Approved Elective Study 8  
General Course Structure for International Students of Non-English Speaking Backgrounds

Year 1

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Semester 2

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

Year 2

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Plus First Discipline Study - Unit 2
Plus Second Discipline Study - Unit 2

Semester 2

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Admission Requirements

An undergraduate degree, with appropriate prerequisites for two Learning Area Study sequences, as required by the Victorian Institute of Teaching (VIT). International students with overseas qualifications are required to submit supplementary information to the Victoria University International (VUI) office. Students may be requested to attend an interview with School of Education staff.

DOCTOR OF PHILOSOPHY

Course Code APED

Introduction
The School of Education offers PhD research supervision in the following areas:
- teaching, learning and evaluation in education and training;
- effect of family and school relationships on learning;
- social basis of schooling;
- school change and reform;
- practitioner research/action research;
- young people at risk;
- language and literacy;
- school-based curriculum development;
- school, family and community links;
- early childhood education;
- inter-professional collaboration;
- recruitment, selection and appraisal in education and training;
- student learning in higher education;
- multimedia, online learning and computer-enhanced learning;
- vocational education and training;
- equity and inclusive teaching;
- teacher development
- assessment
- numeracy and mathematics education;
- science education;
- learning in the workplace;
- adult and community education;
- recognition of prior learning;
- outdoor education;
- computer-mediated art;
- experiential learning.

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

Admission Requirements
To qualify for admission to the course applicants must have:
- a Master of Education degree by research; or
- a Master of Education by coursework with a minor thesis completed to a high standard; or
- an equivalent qualification with demonstrated achievement in research.

Students with a Masters degree but without recent and relevant research background will be required to undertake and complete an appropriate research methods unit of study at a high standard in the first semester of study.

Course Duration
The degree is normally completed in a minimum of 48 months (four years) of full-time study or part-time equivalent.
Course 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.

BACHELOR OF ARTS - EARLY CHILDHOOD EDUCATION
Course Code HBEA

Campus Melton
Introduction
Continuing Students Only
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 pre-schools. Supervised teaching practice days are in addition to the Project Partnership days in educational settings.

Course Objectives
The aims of the course are to:
• plan and implement a range of developmentally appropriate inclusive programs for young children - birth through to six years old;
• teach and administer within a range of early childhood settings eg. centre-based, home-based, pre-school and kindergarten settings;
• reflect on, critically analyse and solve problems in professional practice;
• be ‘reflective practitioners’ equipped with critical awareness, teaching competencies and knowledge to teach young children in a range of early childhood settings;
• provide educational leadership for a range of staff within a multidisciplinary early childhood program;
• continue the personal education of students with particular concern for the development of knowledge, competencies and understandings appropriate for teaching in a diverse range of early childhood settings;
• develop students’ knowledge of a range of approaches to the education of young children, enabling the development of personal teaching practices which are culturally relevant;
• develop students’ ability to work effectively with parents and the community, including the articulation of their professional practice; and
• demonstrate commitment to explicit social goals for education, which also include economic and cultural goals.

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

Course Structure
Continuing students only

Year 1

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Year 2

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Year 3

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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.

Bachelor of Education
Course Code HBEA

Campus All campuses at which the Bachelor of Education is offered, currently: Footscray Park, Sunbury, Melton, St Albans.

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.

Admission Requirements
To qualify for admission to the course, applicants must have successfully completed the Victorian Certificate of Education (VCE), or its equivalent, with Units 3 and 4 and a study score of at least 20 for English.
Applicants without satisfactory VCE mathematics study will be required to demonstrate competence in mathematics, and may be required to complete additional mathematics study.

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

Articulation Pathways
The design of the course accommodates those students who seek transfer to or from the course after establishing a need for change of course or career orientation.

While the course is designed as a four-year concurrent program, it can accommodate students who have already completed a first degree, for example a Bachelor of Arts or a Bachelor of Applied Science.

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

Course Structure
Compulsory studies in primary and secondary education, curriculum and teaching practice in each year.

Year 1
Semester 1

<table>
<thead>
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Elective General Studies Unit 1

Semester 2

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Elective General Studies Unit 2

Year 2
Semester 1

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Elective General Studies Unit 3

Semester 2

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Curriculum Option 1 (see below)

Elective General Studies Unit 4

Year 3
Semester 1

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Elective General Studies Unit 5

Semester 2

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Elective General Studies Unit 6

Year 4
Semester 1

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Curriculum Option 2 (see below)

Curriculum Option 3

Semester 2

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Curriculum Options
One Option to be undertaken in Semester 2, Year 2

Two Options to be taken in Semester 1, Year 4

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Elective General Studies

The course requires students to complete 144 credit points in Elective General Studies. Using the Victorian Institute of Teaching “Specialist Area Guidelines” as a basis, and depending on availability, students may select Elective General Studies units of study from the major sequences offered by any course in the University.

Accelerated Program
Currently this program is only available to students who have completed or nearly completed (at least 2.5 full years) of an undergraduate degree. Students enrolled in the Bachelor of Education - Accelerated (P-12) will complete studies in primary and secondary education curriculum and teaching practice (as listed below). Students are also able to take elective General Studies if required.

Year 1 (Accelerated)
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Semester 1

<table>
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*AEB1103 Teaching, Learning and Praxis Inquiry is only taken by some students who receive credit into the program.

Year 1 (Accelerated)

Semester 2

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Year 2 (Accelerated)

The second year of the accelerated program is identical to the fourth year of the four-year Bachelor of Education program (as detailed above).

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. Provides a community and school-based approach to teacher education with substantial opportunities for students to pursue their general education.

Practical Experience

A minimum of 80 days supervised teaching practice in both primary and secondary schools during the course.

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

BACHELOR OF ARTS - KYINANDOO

Course Code HBHK

Campus St Albans

Introduction

The BA Kyinandoo is primarily directed at Indigenous Australians, but also has appeal to non-Indigenous students with an interest in working with and for Indigenous people. The course aims to provide students with an understanding of the historical, spiritual, social, economic, and political contexts of Indigenous Australia through a program that is inclusive of and responsive to Indigenous Australians, their communities, and their ways of knowing.

The course will enable students to work in leadership positions in Indigenous communities, businesses, advisory positions, government and so on. The content and modes of delivery in the course will encompass, reflect, and critique Indigenous knowledges and ways of learning; the course will be delivered by Indigenous Australian staff, or staff with significant experience in working with Indigenous Australians.

Course Objectives

The objectives of the Kyinandoo course are to provide:

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

Course Duration

Three years full-time or part-time equivalent.

Course Structure

Year 1

Semester 1

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Semester 2

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Elective 1 - General Studies Unit

Elective 2 - General Studies Unit

Year 2

Semester 1

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Elective 3 - General Studies Unit

Elective 4 - General Studies Unit

Semester 2
### Year 3

#### Semester 1

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Elective 7 - General Studies Unit

Elective 8 - General Studies Unit

#### Semester 2

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Elective 9 - General Studies Unit

Elective 10 - General Studies Unit

### Career Prospects

The course will enable students to work in leadership positions in Indigenous communities, businesses, advisory positions, government and so on.

### Bachelor of Arts - Youth Studies (I)

**Course Code** HBYS

**Campus** Footscray Park

**Course Objectives**

The aims of the course are to:

- assist workers with young people to extend their understanding of quality service delivery within the changing professional and societal context;
- examine current developments in youth work policy and practice and implications for professionals in the field;
- develop research skills which have direct application within the workplace;
- extend understandings of and facility with computer technologies which extend the information base and service delivery options for practitioners working with young people;
- enhance the knowledge base and skills of those working with young people to enable them to function more effectively in their current practice;
- investigate issues associated with policy development and implementation and to trial approaches to policy formulation;
- identify advantages of and barriers to interagency and inter-professional collaboration in supporting young people; and
- practice interagency/inter-professional collaboration through involvement in community-based projects.

**Admission Requirements**

To qualify for admission to the course applicants must have completed year 12 or equivalent.

**Course Duration**

The course is offered over three years on a full-time basis or part-time equivalent (the first two years are undertaken at TAFE).

**Course Structure**

#### Semesters 1 to 4

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<th>Hours</th>
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<td>CHCAD2B</td>
<td>A SUPPORT FOR THE INTERESTS, RIGHTS AND NEEDS OF CLIENTS WITHIN DUTY OF CARE REQUIREMENTS</td>
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<tr>
<td>CHCCS3C</td>
<td>CO-ORDINATE THE PROVISION OF SERVICES AND PROGRAMS</td>
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<tr>
<td>CHCNET4A</td>
<td>WORK WITH OTHER SERVICES</td>
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<tr>
<td>CHCOM4B</td>
<td>DEVELOP, IMPLEMENT AND PROMOTE EFFECTIVE COMMUNICATIONS TECHNIQUES</td>
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<td>CHCYTHSC</td>
<td>SUPPORT YOUTH PROGRAMS</td>
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<td>CHCYTH6C</td>
<td>PROVIDE APPROPRIATE SERVICES FOR YOUNG PEOPLE</td>
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<td>CHCYTH8B</td>
<td>MANAGE SERVICE RESPONSE TO YOUNG PEOPLE IN CRISIS</td>
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<td>CHCCS402A</td>
<td>RESPOND HOLISTICALLY TO CLIENT ISSUES</td>
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<td>CHGROUP3C</td>
<td>PLAN AND CONDUCT GROUP ACTIVITIES</td>
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<td>CHCOHS401A</td>
<td>IMPLEMENT AND MONITOR OHS POLICIES AND PROCEDURES FOR A WORKPLACE</td>
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<tr>
<td>CHCHL1C</td>
<td>IDENTIFY AND RESPOND TO CHILDREN AND YOUNG PEOPLE AT RISK OF HARM</td>
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**Elective Units of Study**

At least 2 units from the following:

- CHCAOD2C  ESTABLISH AND MONITOR A CASE PLAN  50
- CHCMCHR3B DEVELOP, FACILITATE AND MONITOR ALL ASPECTS OF CASE MANAGEMENT  75
- CHCMHR1H ORIENTATION TO MENTAL HEALTH WORK  50
- CHCRF2A  PROVIDE INTERVENTION SUPPORT TO CHILDREN AND FAMILIES  70
- CHCYTH9C  DEVELOP AND IMPLEMENT PROCEDURES TO ENABLE YOUNG PEOPLE TO ADDRESS THEIR NEEDS  150
- CHCNET3B  DEVELOP NEW NETWORKS  75
- CHCAOD8C  ASSESS THE NEEDS OF CLIENTS WHO HAVE ALCOHOL AND/OR OTHER DRUGS ISSUES  150
- CHCCW4A  DESIGN AND SUPERVISE FAMILY INTERVENTION STRATEGIES  90
- CHCDFS5B  COUNSEL CLIENTS AFFECTED BY DOMESTIC AND FAMILY VIOLENCE  70
- CHCPD4A  DEVELOP AND IMPLEMENT POLICY  70
- CHCYTH10A WORK EFFECTIVELY WITH THE FAMILIES OF YOUNG PEOPLE  50
- CHCCS405A WORK EFFECTIVELY WITH CULTURALLY DIVERSE CLIENTS AND CO-WORKERS  30
- CHCCS501A ASSESS AND RESPOND TO INDIVIDUALS AT RISK OF SELF-HARM OR SUICIDE  150
- CHCGB25B RECRUIT AND CO-ORDINATE VOLUNTEERS  70
- CHCGB27A PROVIDE MENTORING SUPPORT TO COLLEAGUES  60
- SRXTEM003A WORK AUTONOMOUSLY  7
Semester 5

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Semester 6

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Plus One Elective

Semester 7 - Winter

<table>
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</table>

The choice of electives will be individually tailored to students and can be chosen from other courses within the Faculty. Please refer all inquiries to the Course Co-ordinator. Approval must be given by the Course Co-ordinator.

GRADUATE DIPLOMA IN SECONDARY EDUCATION (I)
Course Code HGES

Campus Footscray Park

Introduction
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.

Course Structure

Year 1

Semester 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
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</table>

(incorporating 20 days of supervised teaching practice and 10 days Project Partnership)

First Discipline Study - Unit 1

Second Discipline Study - Unit 2

Semester 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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</table>

(incorporating 20 days of supervised teaching practice and 10 days Project Partnership)

Full-time option

Students choose two Discipline Study sequences from the list below.

Discipline Study - Unit 1

Discipline Study - Unit 2

Part-time option

Year 2

Semester 1

<table>
<thead>
<tr>
<th>Code</th>
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First Discipline Study - Unit 1

Semester 2

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First Discipline Study - Unit 1

Year 3

Semester 1

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Second Discipline Study - Unit 1

Semester 2

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</table>

Second Discipline Study - Unit 2

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. AEG1669 Teaching Computing 1 & AEG1671 Teaching Computing 2.

<table>
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<tr>
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</table>
### GRADUATE DIPLOMA IN TESOL AND LITERACY

**Course Code** HGTL  
**Campus** Footscray Park  
**Course Objectives**  
Continuing Students Only  
The course 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;  
- skills sufficient to function as competent TESOL/Literacy program designers and teachers in a range of educational training contexts.  

**Admission Requirements**  
To qualify for admission to the Graduate Diploma, applicants must either be a qualified teacher with a recognised degree or hold a diploma of at least three years’ duration with at least one year of teaching experience post-degree/diploma, or an approved equivalent.  

**Course Duration**  
The Graduate Diploma is offered over two semesters on a full-time basis or part-time equivalent.  

**Course Structure**  
Graduate Diploma in TESOL and Literacy  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
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<tr>
<td>AEG2204</td>
<td>LITERACY METHODOLOGY</td>
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<tr>
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<td>AEG2211</td>
<td>TECHNIQUES IN TESOL</td>
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<tr>
<td></td>
<td>plus one of the following three units:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>AEG2202</td>
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<tr>
<td>AEG2210</td>
<td>PROFESSIONAL PRACTICE: LITERACY</td>
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</tbody>
</table>

one approved elective from AMED Master of Education  
Local students seeking accreditation with employing bodies such as the Department of Education and Training must complete AEG2202 Professional Practice - TESOL.  

**Assessment** tasks for the elective must be based on the TESOL and/or Literacy field.

### MASTER OF EDUCATION (SPECIALISATION)

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

Admission Requirements
To qualify for admission to the course, applicants must have a university degree completed at a meritorious level, or an equivalent qualification as approved by the School of Education, and satisfied the School that they have the aptitude for a comprehensive research project. The latter requirement can be met by extensive experience in the professional fields associated with the specialisations in the course. International students require an IELTS score of seven (7) with a minimum of six (6) in any band.

Course Duration
Program is offered over 18 months full-time basis or part-time equivalent.

Course Structure
Year 2
Continuing students only
Semester 3

<table>
<thead>
<tr>
<th>Credit Point</th>
<th>EFTSL</th>
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<tr>
<td>AEM6100 EDUCATION RESEARCH DESIGN AND METHODS</td>
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<tr>
<td>AEM1659 MINOR THESIS (FULL-TIME)</td>
<td>22</td>
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<tr>
<td>AEM1660 MINOR THESIS (PART-TIME)</td>
<td>16</td>
<td>0.1670</td>
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</table>

or
One research unit of study and one other unit of study
or
Two research units of study
or
Two other units of study

Exit point: Master of Education (specialisation)

Core Units Of Study

<table>
<thead>
<tr>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
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<tbody>
<tr>
<td>AEG1501 CURRICULUM</td>
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<tr>
<td>AEG1504 INNOVATION</td>
<td>16</td>
<td>0.1670</td>
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<tr>
<td>AEG5001 APPROACHES TO LEARNING</td>
<td>16</td>
<td>0.1670</td>
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<tr>
<td>AEG5002 EDUCATIONAL LEADERSHIP</td>
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</table>

Research Units Of Study

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<tr>
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<tbody>
<tr>
<td>AEG1411 ACTION RESEARCH PROJECT</td>
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<tr>
<td>AEM6101 THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE</td>
<td>16</td>
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<tr>
<td>AEM6102 WORKPLACE RESEARCH PROJECT</td>
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<tr>
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Specialisation Units Of Study

Experiential Learning

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<tr>
<td>AEG1003 CURRENT ISSUES IN COMMUNITY ARTS</td>
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<tr>
<td>AEG1501 CURRICULUM</td>
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<tr>
<td>AEG1502 EVALUATION</td>
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<td>0.1670</td>
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<td>AEG1504 INNOVATION</td>
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<tr>
<td>AEG2417 YOUNG PEOPLE AND SOCIAL POLICY</td>
<td>16</td>
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<td>AEG2418 PROFESSIONAL PRACTICE FOR YOUTH DEVELOPMENT</td>
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<tr>
<td>AEG5001 APPROACHES TO LEARNING</td>
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<tr>
<td>AEG5004 EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY</td>
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<tr>
<td>AEG5005 MANAGING SITES FOR TEACHING AND LEARNING</td>
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<tr>
<td>AEG5006 TRAINING DESIGN AND PRACTICE</td>
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<tr>
<td>AEG5007 FACILITATING LEARNING ORGANISATIONS</td>
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<td>AEG5008 MENTORING AND COACHING IN THE WORKPLACE</td>
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<td>AEG5009 ASSESSMENT</td>
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Educational Leadership

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<tbody>
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<td>AEG1504 INNOVATION</td>
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<td>AEG5007 FACILITATING LEARNING ORGANISATIONS</td>
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Professional Development

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<td>AEG1303 RECENT DEVELOPMENTS IN CURRICULUM</td>
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<tr>
<td>AEG1310 PORTFOLIO DEVELOPMENT</td>
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<td>AEG5008 MENTORING AND COACHING IN THE WORKPLACE</td>
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</table>
MASTER OF TESOL AND LITERACY

Course Code: HMTL

Campus: Footscray Park

Course Objectives
Continuing students only

The course 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 Certificate & Graduate Diploma
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 and 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%), or equivalent.

Course Duration
The Graduate Certificate is offered over two semesters part-time. The Graduate Diploma is offered over two semesters on a full-time basis or part-time equivalent. The Masters degree is offered over three semesters on a full-time basis or part-time equivalent.

Course Structure

Graduate Certificate in Literacy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ACA5001</td>
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<td>AEG2204</td>
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Graduate Diploma in TESOL and Literacy

<table>
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<td>AEG2204</td>
<td>LITERACY METHODOLOGY</td>
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plus one of the following three units:

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</table>

one approved elective from AMED

Local students seeking accreditation with employing bodies such as the Department of Education and Training must complete AEG2202 Professional Practice - TESOL.

Each Master degree comprises its corresponding Graduate Diploma plus one of the following pathways:

Pathway 1 - Thesis

Full-time

<table>
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<tbody>
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Part-time

Semester 1

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<tbody>
<tr>
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<tr>
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Semester 2

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Pathway 2 - Course Work

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<th>SC Band</th>
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</thead>
<tbody>
<tr>
<td>AER0001</td>
<td>INTRODUCTION TO RESEARCH DESIGN AND METHODS</td>
<td>16</td>
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plus two approved units of study offered from the course AMED Master of Education
*Offshore students will enrol in AEM1655 Research Methods in Education and Training. Assessment tasks for the electives must be based on the TESOL and/or Literacy field.

DOCTOR OF PHILOSOPHY (I)

Course Code HPED

Introduction

Continuing Students Only

The School of Education offers PhD research supervision in the following areas:

- teaching, learning and evaluation in education and training;
- effect of family and school relationships on learning;
- social basis of schooling;
- school change and reform;
- practitioner research/action research;
- young people at risk;
- language and literacy;
- school-based curriculum development;
- school, family and community links;
- early childhood education;
- inter-professional collaboration;
- recruitment, selection and appraisal in education and training;
- student learning in higher education;
- multimedia, online learning and computer-enhanced learning;
- vocational education and training;
- equity and inclusive teaching;
- teacher development
- assessment
- numeracy and mathematics education;
- science education;
- learning in the workplace;
- adult and community education;
- recognition of prior learning;
- outdoor education;
- computer-mediated art;

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

Admission Requirements

To qualify for admission to the course applicants must have:

- a Master of Education degree by research; or
- a Master of Education by coursework with a minor thesis completed to a high standard; or
- an equivalent qualification with demonstrated achievement in research.

Students with a Masters degree but without recent and relevant research background will be required to undertake and complete an appropriate research methods unit of study at a high standard in the first semester of study.

Course Duration

The degree is normally completed in a minimum of 36 months (three years) of full-time study or part-time equivalent.

Course 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.

MASTER OF ARTS (BY RESEARCH) (I)

Course Code HRAE

Introduction

The School of Education offers a Master of Education degree by major research thesis. This is an alternative to the Master of Education and Training which is done by a combination of coursework and minor thesis. Students are invited to contact the School to discuss the selection of a major research topic and to explore ways in which preparation for the major thesis by research can be arranged.

Staff in the School have research interests in the following areas:

- teaching, learning and evaluation in education and training;
- effect of family and school relationships on learning;
- social basis of schooling;
- school change and reform;
- practitioner research;
- young people at risk;
- language and literacy;
- school-based curriculum development;
- school, family and community links;
- early childhood education;
- inter-professional collaboration;
- recruitment, selection and appraisal in education and training;
- student learning in higher education;
- multimedia, online learning and computer-enhanced learning;
• vocational education and employment pathways;
• numeracy and mathematics education;
• science education;
• learning in the workplace;
• adult and community education;
• recognition of prior learning;
• outdoor education;
• computer-mediated art;
• wilderness adventure-based therapy;
• experiential learning;
• workplace education and training;
• gender and affirmative action and policy studies.

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

Students, once accepted by the School for admission to the Master of Education by Research, will work with their supervisor to produce an application for candidature based upon a specific research topic.

Upon acceptance of candidature by the University, the degree is normally completed within a minimum of 24 months of full-time study. Part-time study is also available, and can be carried out in conjunction with projects appropriate to the candidate’s workplace.

Admission Requirements
To qualify for admission to the course, applicants must have a university degree completed at a meritigious level; and satisfied the School that they have aptitude for an extended research project. The latter requirement can be met either by extensive experience in the field of education and training, or by completion of an approved introductory research methodology activity.

Course 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.

MASTER OF EDUCATION (BY RESEARCH) (I)
Course Code HRED
Introduction
The School of Education offers a Master of Education degree by major research thesis. This is an alternative to the Master of Education and Training specialisation, which is done by a combination of coursework and minor thesis. Students are invited to contact the School to discuss the selection of a major research topic and to explore ways in which preparation for the major thesis by research can be arranged.

Staff in the School have research interests in the following areas:
• teaching, learning and evaluation in education and training;
• effects of family and school relationships on learning;
• social basis of schooling;
• school change and reform;
• practitioner research/action research;
• young people at risk;
• language and literacy;
• school-based curriculum development;
• school, family and community links;
• early childhood education;
• inter-professional collaboration;
• recruitment, selection and appraisal in education and training;
• student learning in higher education;
• multimedia, online learning and computer-enhanced learning;
• vocational education and training;
• numeracy and mathematics education;
• science education;
• learning in the workplace;
• adult and community education;
• recognition of prior learning;
• outdoor education;
• computer mediated art;
• wilderness adventure based therapy;
• experiential learning;
• gender and affirmative action and policy studies.

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

Students, once accepted by the School for admission to the Master of Education by Research, will work with their supervisor to produce an application for candidature based upon a specific research topic. Some applicants may be required to audit a coursework unit of study in Research Methodology.

Course 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.
GRADUATE CERTIFICATE IN TERTIARY EDUCATION
Course Code HTHE
Campus Footscray Park and City Flinders
Introduction
Available to VU teaching staff only
This course has been designed as an integrated introduction to, or refresher for, teaching and learning in tertiary institutions for those already teaching in such institutions, either in higher, further or vocational education. It therefore focuses on the development of teaching competence in the classroom, and understanding of the Australian tertiary education and training system, information literacy in the field of tertiary education and critical reflection on teaching with the aim of improving practice. Its cross-sectoral orientation is designed to encourage understanding across the sectors.
Admission Requirements
To qualify for admission to the course, applicants must have successfully completed an undergraduate degree or an equivalent qualification, as approved by the School of Education. In addition, the applicant must currently have a teaching role in a tertiary institution.
Course Duration
The program is offered over three semesters. The Graduate Certificate is offered over three semesters on a part-time basis.
Course Structure

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GRADUATE CERTIFICATE IN LITERACY
Course Code HTLT
Campus Footscray Park
Course Objectives
Continuing students only
The course 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;
- skills sufficient to function as competent TESOL/Literacy program designers and teachers in a range of educational training contexts.
Admission Requirements
To qualify for admission to the Graduate Certificate, applicants must either be a qualified teacher with a recognised degree or hold a diploma of at least three years’ duration with at least one year of teaching experience post degree/diploma, or an approved equivalent.
Course Duration
The Graduate Certificate is offered over two semesters part-time.
Course Structure

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GRADUATE CERTIFICATE IN TESOL (HTTL)
GRADUATE DIPLOMA IN TESOL (HGTT)
MASTER OF TESOL (HMTT)
Course Code HTLT/HGTT/HMTT
Campus Footscray Park, Vietnam
Course 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;
- 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%), or equivalent.
Course Duration
Each Graduate Certificate is offered over two semesters part-time. Each Graduate Diploma is offered over two semesters on a full-time basis or part-time equivalent. Each Masters degree is offered over three semesters on a full-time basis or part-time equivalent.
Course Structure
Graduate Certificate in TESOL
Graduate Diploma in TESOL

ACA5001 FOUNDATIONS OF LANGUAGE 16 0.1670 1
AEG2200 TESOL METHODOLOGY 16 0.1670 0
AEG2211 TECHNIQUES IN TESOL 16 0.1670 0

plus two electives from AMED Master of Education program

*International students may need to seek approval to do AEG2202.
Local students seeking accreditation with employing bodies such as the Department of Education and Training must complete AEG2202 Professional Practice - TESOL.

Master of TESOL

Each Masters degree comprises its corresponding Graduate Diploma plus one of the following pathways:

Pathway 1 - Thesis
Full-time
AER0001 INTRODUCTION TO RESEARCH DESIGN AND METHODS 16 0.1670 0
AEM1659 MINOR THESIS (FULL-TIME) 32 0.3330 0
Part-time
Semester 1
AER0001 INTRODUCTION TO RESEARCH DESIGN AND METHODS 16 0.1670 0
AEM1660 MINOR THESIS (PART-TIME) 16 0.1670 0
Semester 2
AEM1660 MINOR THESIS (PART-TIME) 16 0.1670 0

Pathway 2 - Course Work
AER0001 INTRODUCTION TO RESEARCH DESIGN AND METHODS 16 0.1670 0
plus two approved units of study offered from the course AMED Master of Education.

*Offshore students will enrol in AEM1655 Research Methods in Education and Training.

Assessment tasks for the electives must be based on the TESOL and/or Literacy field.

DOCTOR OF EDUCATION

Course Code HZED

Campus Footscray Park

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.

Course Structure
All coursework is completed in the first year of the program via a 12-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 1
AER8510 POLICY CONTEXT OF PROFESSIONAL PRACTICE 24 0.2500 0
AER8514 THE PRACTICE OF PROFESSIONAL DEVELOPMENT 24 0.2500 0

Semester 2
AER8517 INVESTIGATING PROFESSIONAL PRACTICE 24 0.2500 0
AER8518 RESEARCHING PROFESSIONAL PRACTICE 24 0.2500 0

Semester 3
AER8519 WORKPLACE PROJECT (MASTERS) 48 0.5000 0
AER8522 WORKPLACE PROJECT (MASTERS) PART-TIME 12 0.1250 1

Semester 4
AER8520 WORKPLACE PROJECT A (DOCTORAL) 48 0.5000 0
AER8524 WORKPLACE PROJECT A (DOCTORAL) PART-TIME 48 0.5000 1

Semester 5
AER8521 WORKPLACE PROJECT B (DOCTORAL) 48 0.5000 0
AER8525 WORKPLACE PROJECT B (DOCTORAL) PART-TIME 48 0.5000 1

Semester 6
AER8507 RESEARCH THESIS (FULL-TIME) 48 0.5000 0
AER8509 RESEARCH THESIS (PART-TIME) 24 0.2500 0

Course Regulations
The following should be read in conjunction with the Faculty Regulations and the University Statutes and Regulations.

Unsatisfactory Progress
The following regulations will apply:
- a student must successfully complete the coursework in four years; and
- failure to satisfactorily complete all course work units of study precludes the candidate from continuing.
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.
SUBJECTS

Below are subject details for courses offered by the School of Education in 2009. IMPORTANT NOTE: Not all elective subjects for courses offered by the school are listed below. There are numerous elective possibilities that the school can choose to offer and those selected will vary from year to year. Details of these electives will be advised by the school.

**AEB0040 LANGUAGE FUNCTIONS AND ANALYSIS 1**
Campus: Footscray Park and Melton.
Prerequisite(s): Nil.
Content: This unit of study is part of a major sequence in Language and Literary Studies in the Bachelor of Education. The unit 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.

Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand the difference between standard language and that produced by many communities;
- Demonstrate an understanding of the basic grammatical features of the English language;
- Comprehend the principles involved in the structure of word formation;
- Recognise the impact of the theoretical underpinnings in the delivery of the macro skills of discourse;
- Articulate how language is involved in cross-cultural communication and the development of social and national identity.


Class Contact: 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%.

**AEB0041 LANGUAGE FUNCTIONS AND ANALYSIS 2**
Campus: Footscray Park and Melton.
Prerequisite(s): AEB0040 Language Functions and Analysis 1; or equivalent.
Content: This unit of study is part of a major sequence in Language and Literary Studies of the Bachelor of Education. The unit will introduce students to the social and cultural aspects of language such as dialects, styles, registers and discourse patterns. Furthermore, some aspects of language change such as phonological, morphological, syntactical and lexical, will be considered. These will be related to various currents of current language use through critical application and practice in written and spoken forms of discourse.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Recognise the various eras in the history of the English language and factors involved in the development of pidgin, creole and patois;
  - Understand the range and complexity of Australia’s original languages;
  - Appreciate alternative modes of communication such as non-verbal communication, Auslan, visual literacy, technology and language for the vision impaired.


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

Assessment: Class participation 20%; Written assignments 20%; Research projects 60%.

**AEB0060 INTERPROFESSIONAL COLLABORATION**
Campus: Footscray Park and Melton.
Prerequisite(s): Nil.
Content: This unit of study will expect students to generate the principles of interprofessional collaboration in their own practice. Topics to be investigated will be drawn from: team building; problem-solving and action research in interprofessional collaboration; focus on professional roles; skills and beliefs; communication across disciplines; professions; cultures; confidentiality and information sharing in interprofessional collaboration; responsibilities in interprofessional collaboration; defining levels of collaboration; input and outcomes in interprofessional collaboration; barriers to and opportunities in interprofessional collaboration and issues of reprofessionalisation or deprofessionalisation in interprofessional collaboration.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Demonstrate awareness of how professional frames of reference influence our perspectives on community issues;
  - Utilise current research findings and theory to develop frameworks for collaborative practice and generate shared goals;
  - Learn and demonstrate a range of skills which facilitate interprofessional collaboration;
  - Know and understand the principles, benefits and challenges of interprofessional collaboration and interdisciplinary service provision;
  - Identify an issue or problem affecting young people and participate in a disciplinary team to develop a creative community-based approach to address the problem;
  - Reflect on their own learning and the process of collaborating as they experience and observe it in their class teams and in their agency placement;
  - Appreciate current collaboration and partnership practice models through participation in the ‘Student Leadership Program’ Facilitators workshop and other youth-related activities and events.


Class Contact: Four hours per week equivalent tutorials for one semester, compromising Campus and community-based meetings and activities or equivalent.

Assessment: Preparation and workshop presentation of a 3000 word report on a community-based action research team project 70%; Personal reflection 20%; Workshop presentation of the principles of interprofessional collaboration 10%.

**AEB0063 POLICY AND CIVICS EDUCATION**
Campus: Footscray Park.
Prerequisite(s): Nil.
Content: This unit of study will be constructed around an inquiry by students into the policy and organisational context of their professional practice, with particular attention given to the application of social theory to questions of social justice and social action. The unit will also explore the context, development and implementation of social policy and its relationship to civics education in Australia. It will examine current models of social policy and provide a basis for the development of a framework of civics education for young people. Topics to be examined in relation to youth policy formulation and implementation will include the organisation of government and non-government organisations, and an investigation of many of the current debates surrounding the role of the welfare state.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Identify the broad parameters of the study of social policy;
  - Demonstrate understanding of how youth policy impacts on young people, youth workers, teachers and service providers in this state;
  - Understand the broader impact of policy in constructing social outcomes particularly in developing equitable outcomes;
  - Consider the role of policy in constructing a fair society and the importance of understanding policy mechanisms in the constructs of civics education in our society;
  - Demonstrate the development of skills and knowledge about the theory/s that underpin and involve youth policy;
  - Demonstrate knowledge of the different processes and mechanisms that may be undertaken to develop and formulate youth policy.

AEB0064 SOCIAL INQUIRY THEORY AND RESEARCH

Campus: Footscray Park

Prerequisite(s): Any two of the units registered within years one and two of the Social Inquiry sequence, or equivalent.

Content: This unit of study is concerned with developing understandings of the range and application of modern social theory. This unit offers a critique of some of the new perspectives in sociology. It investigates philosophical inquiry as an essential function of critical social inquiry, theory and research. It concentrates on critical theory and the critical theorists. It introduces students to research processes and methods and students undertake and report a social research investigation as a significant component of this unit.


Assessment: Reports of reading 50%; Activities and projects 50%; or equivalent.

AEB0076 SYSTEMS PLANNING AND SUPPORT

Campus: Footscray Park and Melton

Prerequisite(s): AEB0072 Electronic Communities; or AEB0073 Interactive Multimedia; or equivalent.

Content: A substantial project will 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.

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate competence in the integrated application of information and communication technology.

Required Reading: J. Crow, 1999, Comparative sociology and social theory, Blackwell, Malden, MA.

Assessment: Log book and journal 40%; Major project 60%.

AEB0077 ADVANCED MULTIMEDIA

Campus: Footscray Park and Melton

Prerequisite(s): AEB0073 Interactive Multimedia; or equivalent.

Content: This unit of study will enable students to develop sophisticated multimedia and internet programs 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. They will develop an understanding of digital literacy as a communication medium within the advanced multimedia environment. Students will have the opportunity to learn advanced digitisation techniques for sound, graphics and video.

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate competence in the effective and appropriate application of emerging technologies, currently reflected in a range of multimedia and interactive technology environments;
- Critique the social, ethical and cultural implications of the development of new technologies and their educational impact.


Assessment:
- Three hours or equivalent of workshops each week for one semester.
- Minor assignments 40%; Major project 60%.

AEB0080 THEORIES OF OUTDOOR EDUCATION

Campus: Footscray Park, Melton and Sunbury.

Prerequisite(s): Nil.

Content: This 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.

Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand the past and future direction of outdoor education;
- Consider the role of adventure in developing human potential and environmental understanding;
- Demonstrate knowledge and skills of lightweight camping;
- Demonstrate through experience, a range of outdoor education activities.

Required Reading: E. Barbier, 1998, The practice of social research, Wadsworth, Belmont CA.

Assessment: Reports of reading 50%; Research report 50%; or equivalent.

AEB0081 OUTDOOR SAFETY SKILLS

Campus: All Campuses on which the Bachelor of Education is taught: currently Footscray Park, Melton and Sunbury.

Prerequisite(s): Theories of Outdoor Education; or equivalent.

Corequisite(s): Current Level II First Aid Qualification.
Content This unit of study will include: risk identification and risk management strategies explored through scenarios, environmental hazards and weather interpretation; documentation required for outdoor education programs including indemnity and incident report forms; participation in a white water rescue course as part of a five day river experience.

- Learning Outcomes On successful completion of this unit, students will be able to: Develop processes to identify and manage potential risks in the outdoors;
- Develop pre-trip planning and evaluate potential risks;
- Understand personal risk assessment;
- Apply risk assessment to a range of aquatic activities.

Required Reading Dickson, T & Tagwell, M 2000, The risk management document: strategies for risk management in outdoor and experiential learning, ORIC, NSW Australia.


- Websites ACHIPER. www.achiper.org.au
- Bureau Of Meteorology. www.bom.gov.au
- National Parks. www.parks-leisure.com.au
- Outdoor Education Association. www.voee.vic.edu.au
- Risk management. www.mountainsafety.org.nz
- VOA. www.voee.vic.edu.au

Class Contact Thirty-six hours of workshops and lectures plus a five 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%; 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).

AEBO082 ENVIRONMENTAL INQUIRY

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 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; exploration of a range of urban and non-urban environments.

- Learning Outcomes On successful completion of this unit, students will be able to: Further explore their personal relationship with urban and non-urban environments;
- Further explore broad human relationships with urban and non-urban environments;
- Investigate ecological relationships within different environments;
- Apply their understandings of environmental interpretation in practical situations;
- Understand different ecological cycles.

Required Reading Current articles as specified by lecturer.


- Websites Bureau of Meteorology. www.bom.gov.au
- North American Association for Environmental Education. http://enlink.net/
- Rocky Mountains Institute. www.rmi.org
- Reviewing Activities. http://reviewing.co.uk
- Victorian Association for Environmental Education www.netspaces.net.au/~voie
- Victorian National Parks. www.vnps.org.au
- VOA. www.voee.vic.edu.au
- Wilderness Organisation. www.wilderness.org.au

Class Contact Thirty-six hours of workshops and lectures plus two 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%; 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).

AEBO083 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 This 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 different leadership styles; examination of group development and the evolution of temporary communities, group management and group dynamics; exploration of different approaches to skill instruction; conflict resolution strategies and evaluating the consequences of personal decision making processes; a focus on experiential learning theory, reflection and transfer of learning; an investigation into facilitating processing and debriefing techniques; a five day winter alpine experience including night/poor weather navigation and emergency procedures such as emergency shelters, casualty and crisis management.

Learning Outcomes On successful completion of this unit, students will be able to: Explore, evaluate and implement different styles of leadership and develop strategies for effective leadership and teaching; Better understand their own identity, personal strengths and weaknesses in relation to leadership issues; Understand theories of group management and group dynamics within the outdoor environment and develop more confidence in managing group communication, interaction and conflict resolution; Recognise a range of leadership approaches to crisis management; Apply experiential learning theory.

Required Reading Priest, S & Goss, M 1998, Effective leadership in adventure programming, Human Kinetics, USA.


- Websites Adventure Education. www.adventure-ed.co.uk/research
AEB0084 OUTDOOR ENVIRONMENTAL PHILOSOPHY
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 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 on 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 relationship 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.
Assessment Learning Outcomes On successful completion of this unit, students will be able to: Understand philosophical perspectives relating to outdoor and environmental education;
Construct a personal and professional commitment and philosophy which reflects values, ethics and morality in relation to experiences in the outdoors;
Address issues relating to society and the environment in a socially critical manner;
Understand current ethical issues in outdoor education;
Plan and implement practical outdoor programs based on a sound theoretical foundation.
Journey 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
Class Contact Nil.
Assessment Two written assignments/presentations 50%.
(A Total 3000 words).

AEB0091 CULTURAL HISTORY 2: ABORIGINAL HISTORY
Campus Footscray Park and Melton.
Prerequisite(s) Nil.
Content This unit of study will encompass the historical and current notions of Aboriginal culture and knowledge. It 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; inquiries into Australian cultural themes.
Assessment Learning Outcomes On successful completion of this unit, students will be able to:
Understand the history and sources of Aboriginal culture and knowledge;
Identify key aspects of Aboriginal culture, including the role of young people;
Understand Aboriginal cultural expressions and identities;
Understand the social history approach to exploring Indigenous and non-Indigenous experiences in Australia.
Maretto-Robinson, A (ed) 2004, Whitening race: essays in social and cultural criticism, Australian Institute for Aboriginal and Torres Strait Islanders, Canberra.
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%.

AEB0092 CULTURAL STUDIES 1: STUDIES OF SOCIETY AND CULTURE
Campus Footscray Park and Melton.
Prerequisite(s) Nil.
Content This unit will encompass the theoretical and conceptual foundations of Australian society and culture. It will include: sociology and cultural studies as theoretical frameworks for understanding Australian society; social identities, themes and experiences; inequality in Australian society; Australian national, social and cultural issues; inquiries into Australian society and culture.
Assessment Learning Outcomes On successful completion of this unit, students will be able to:
Understand the theoretical constructs of Australian society and culture;
Identify key Australian social concepts and experiences;
Understand social expressions and identities;
Undertake inquiry into past and current Australian social and cultural issues.
Maretto-Robinson, A (ed) 2004, Whitening race: essays in social and cultural criticism, Australian Institute for Aboriginal and Torres Strait Islanders, Canberra.
Class Contact Thirty-six hours of workshops for one semester or equivalent.
Assessment Reports of reading (2000 words) 50%; Activities and projects (2000 words) 50%. 
sociological and cultural studies; Australian social and economic events from 1880 until the present; social change in Australian society; Australian Government policy-making processes; inquiries into the outcomes of key Australian social, economic and cultural events and policies.

- Learning Outcomes On successful completion of this unit, students will be able to: Understand the various sociological, cultural and historical interpretations of Australian history;
- Identify key Australian historical events and processes informing modern society;
- Undertake inquiry into past and current Australian social experiences.

**Required Reading**
Goldberg, S & Smith, F (eds) 2003, Institutions and culture in Australia, Australian Academy of the Humanities and the History of Ideas Unit, ANU, Canberra.

**Recommended Reading**

**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%.

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**AEB0094 CULTURAL STUDIES 3: CULTURE AND EDUCATION IN AUSTRALIA**

**Campus**
Footscray Park and Melton.

**Prerequisite(s)**
Nil

**Content**
This unit of study will encompass the exploration of education programs and their outcomes in Australia. It 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; inquiries into education programs that aim to address inequality in the Australian education system.

- Learning Outcomes On successful completion of this unit, students will be able to: Understand and explore the range of issues and processes that impact on education programs in Australia;
- Identify innovative education programs that aim to overcome inequality and disadvantage;
- Undertake project work evaluating the effectiveness of innovative education programs in Australia.

**Required Reading**

**Recommended Reading**

**Class Contact**
Thirty-six hours of workshops for one semester or equivalent.

**Assessment**
Group presentation of an innovative education program (1500 words) 35%; Peer assessments (500 words) 15%; Project report (2000 words) 50%.

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**AEB0095 CULTURAL STUDIES 4: THE CULTURE OF PROFESSIONALISM**

**Campus**
Footscray Park and Melton.

**Prerequisite(s)**
Nil

**Content**
This unit of study will encompass the theoretical and conceptual frameworks of inter-professional collaboration and will include: social theory in relation to professionalism and inter-professional collaboration; the values and processes that guide professional practice especially with young people in educational contexts; group work, communication and collaborative action research in educational contexts; developing our own principles and processes for inter-professional practice; inquiring into the issues, skills, values and barriers to inter-professional practice.

- Learning Outcomes On successful completion of this unit, students will be able to: Understand the theoretical frameworks of professional work in education;
- Identify the principles and practices of inter-professional collaboration;
- Undertake inquiry into aspects of professional work in the Australian education sector(s).

**Required Reading**

**Recommended 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%.

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**AEB1020 LANGUAGE, EDUCATION AND CULTURE**

**Campus**
Footscray Park and Melton.

**Prerequisite(s)**
Nil

**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 unit of study. Issues such as ethnicity, gender, social class and educational outcomes will be investigated as practical philosophical inquiry.

**Required Reading**

**Recommended Reading**

**Class Contact**
Four hours per week, or equivalent, of workshops plus ten days project partnerships for one semester. Workshops may include mentored activity with Year four students.

**Assessment**
Two written assignments in the form of an essay, journal or folio 50% each; Report of satisfactory participation in partnership activities.

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**AEB1100 LITERACY AND LANGUAGE**

**Campus**
Footscray Park and Melton.

**Prerequisite(s)**
Nil

**Content**
This unit of study will require students to develop their own literacy and understanding of language. Topics will include: oral language — formal and informal speech; intradisciplinary 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.

- Learning Outcomes On successful completion of this unit, students will be able to: Understand the functions of formal and informal written and spoken
language and their underlying systems;

- Demonstrate an understanding of the relationship between language, culture and personal identification;
- Investigate concepts of change, including critical literacy, technology and language, and social action;
- Practically apply literacy principles.

Required Reading

Class Contact
Three hours per week, or equivalent, in lectures and workshops for one semester. Workshops may include mentored activity with Year four students.

Assessment
Essays 70%; Class papers 30%.

**AEB1102 LEARNING IN A CHANGING WORLD**

**Campus** Footscray Park, St Albans, Melton and Sunbury.

**Corequisite(s)** AEB1101 Inquiry for Understanding

**Content** In this unit of study pre-service teachers are introduced to the concept of Praxis Inquiry. They question, investigate, actively reflect on and theorise their own and others’ learning experiences. Pre-service teachers are encouraged to connect their own experiences with recent developments in education and within a global context. Pre-service teachers will ask questions such as: Who am I and how do I learn? What is it like to be a learner? What is happening in the world and how does this influence learning? They will: engage in diverse activities designed to stimulate description and reflection on personal experiences of learning; seek explanations for the information and ideas they have gathered; begin to articulate their personal theories of learning and connect with other people’s ideas; consider what impact their inquiry and learning will have on their own practice as they prepare for their first school placement. Pre-service teachers will work collaboratively with colleagues and university teachers to evaluate and improve personal literacy understanding and skills.

- **Learning Outcomes** On successful completion of this unit, students are expected to be able to: Use self-reflective and investigative skills;
  - Apply information and communication technologies skills;
  - Connect personal theories of learning and those of key theorists whose ideas are influencing current educational practice (for example multi-literacies and multiple intelligences);
  - Confirm personal literacy understanding and skills.


**Assessment**

**Common Assessment Task** 100%. Professional Exposition: Learning and Learners. In conjunction with a relevant curriculum unit of study, the Exposition will require pre-service teachers to extend the electronic portfolio commenced in AEB1101 Learning in a Changing World to report their collaborative inquiry.

**AEB1103 LEARNING, TEACHING AND PRAXIS INQUIRY**

**Campus** Footscray Park, St Albans and Melton.

**Prerequisite(s)** Nil.

**Content** This Praxis Inquiry unit of study provides an opportunity for pre-service teachers commencing in the Accelerated Bachelor of Education program to undertake inquiries into learning and teaching in schools using the Praxis Inquiry protocol. The unit will provide an opportunity for personal research and self-directed learning and explore theories relevant to P12 education. Throughout the unit, pre-service teachers will be required to present examples of their personal literacy and numeracy competence. This unit of study will introduce pre-service teachers to the concept of Praxis Inquiry. They will question, investigate, reflect on and theorise on their own and others learning experiences. Pre-service teachers will: ask questions such as: Who am I and how do I learn? What is it like to be a learner? What is happening in the world and how does this influence learning? They will also engage in diverse activities designed to stimulate description and reflection on personal experiences of learning; consider what impact their inquiry and learning will have on their own practice as they prepare for their first school placement; work collaboratively with colleagues and university teachers to evaluate and improve personal practice; shape the development of increasingly sophisticated habits of reflective practice including observational and other forms of data collection and analysis; encourage the construction of pedagogical understandings in response to the complexity and diversity of observed influences on student learning; assist pre-service teachers to build schemata that illustrate the multiple ways that students learn, the key influences on learning, and the dilemmas facing learners and teachers; assist pre-service teachers to articulate their observations in order to refine their personal theory of learning.

- **Learning Outcomes** On successful completion of this unit, students will be able to: Focus on the personal experiences of learning and learning in classrooms;
  - Use a range of pedagogies which are employed to support learning and develop an understanding of educational contexts;
  - Connect between Project Partnership experiences and a range of theories of learning;
• Evaluate personal literacy and numeracy;
• Demonstrate the competence needed for entry to the teaching profession;
• Apply self-reflexive and investigative skills.

**Required Reading**


**Class Contact**
Thirty-six hours per semester comprising lectures and tutorials.

**Assessment**

Professional examination: Learners and Learning 50%. This task involves compilation and presentation of an electronic portfolio. Pre-service teachers will need to document a personal process of reflection and inquiry and a growing awareness of learning and learners in schools. Personal Learning Log 50%. Pre-service teachers will conduct an inquiry into their own early childhood experience. They will develop a profile of their knowledge and abilities with specific reference to literacy and numeracy and construct a personal learning plan. Pre-service teachers will need to demonstrate readiness to teach literacy and numeracy in a primary school setting.

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**AEB1171 HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION**
Campus: Melton.

**Prerequisite(s):** Nil.

**Content**
This unit of study will focus on: the origins of early childhood education, both locally and internationally; the theoretical perspectives that have contributed to the history and philosophy of early childhood education; the role of history and philosophy in the current early childhood context; the whole and local; the society and cultural context of children and childhood; early childhood; the social and political changes of the 19th and 20th centuries and their impact on early childhood; the impact of changing family constellations on childhood, children and views of children's education; nature versus nurture — have our views changed or been reinforced over time?; the importance of philosophy in early childhood education and care.

• Learning Outcomes On successful completion of this unit, students are expected to be able to:
  - Demonstrate critical knowledge and understanding of both the historical and philosophical underpinnings of early childhood education;
  - Discuss and critically reflect on the philosophical, political and social factors that have shaped the early childhood field;
  - Investigate how history and philosophy have impacted on current, contemporary early childhood education;
  - Identify the different beliefs and attitudes towards, and about children, across cultures;
  - Identify the different beliefs and attitudes towards, and about children, throughout the ages;
  - Demonstrate the impact of a wide variety of philosophical approaches to children's learning and pedagogy on present day early childhood programs;
  - Discuss the social and political changes throughout the 19th and 20th centuries that have influenced current teaching practices and views about children's learning.

**Required Reading**

**Class Contact**
Three hours or equivalent per week comprising of one hour of lectures and two hours of workshops/tutorials/centre visits. There are no placements required for this unit.

**Assessment**
Common Assessment Task (2000 words equivalent) 50%. This task is connected to the Common Assessment Task for the Praxis Inquiry unit of study being undertaken in the same semester. The Common Assessment Task is a Professional Exposition: Teaching and Learners. The portfolio will focus on teaching and learners and document practice in Project Partnerships with accompanying reflective annotations and commentary which reflects the pre-service teachers’ developing knowledge with respect in to the philosophical, theoretical and practical influences on the early childhood program. Curriculum report (1000 words) 50%. Essay on impact of significant historical event that influenced change in views of early childhood and/or early childhood practices.

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**AEB1181 PLAY DEVELOPMENT AND LEARNING**

**Campus:** Melton.

**Prerequisite(s):** Nil.

**Content**
This unit of study presents the theoretical and practical basis for working with children 0-12 years. It will include a study of the development of children 0-12 years across all developmental domains; physical, social, emotional, cognitive, perceptive, personality and language; and the evolutionary, biological and environmental influences on developmental outcomes. Students will be asked to explore their own early childhood play experiences and consider where attitudes they now hold toward play may have been fostered. Types of play studied include: play with objects, social play, sociodramatic play. This unit will also provide a study of: the scaffolding of children's learning and development during play; time, space, materials and relationships to support children's play and learning; an exploration of indoor and outdoor play experiences, including the development of learning resources; routines, transitions and the importance of uninterrupted play; and pedagogy in early childhood education; teachers as observers, participants and facilitators; contemporary and cultural considerations with respect to children's play; an overview of the exploration of major theorists and theories of child development; and an exploration of current understandings of appropriate curriculum for children.

• Learning Outcomes On successful completion of this unit, students are expected to be able to:
  - Understand the fundamental role of play in children's learning and development;
  - Understand and critically analyse the notion of developmentally appropriate practice;
  - Apply their observation and program planning skills to implement totally play-based educational experiences for individual children and groups of children;
  - Analyse how valuable free play experiences and free play time can be squeezed through inappropriate routines and transitions in a range of early childhood programs;
  - Explore the notion of play in a variety of sociocultural contexts and indoor and outdoor play experiences;
  - Consider the influence of their own early childhood play experiences on their teaching practices;
  - Know and understand the development of 0-12 year old children across all developmental domains;
  - Identify the major theorists and theories and contemporary issues in relation to child development;
  - Reflect on their own abilities, attitudes, values and beliefs with respect to young children's learning and development;
  - Understand the diversity of human growth and development;
  - Understand the likely impact of culture, family, genetic inheritance and life experiences on development.

**Required Reading**
- The child's play: revisiting play in early childhood settings, MacLennan and Petty, Sydney.

### AEB1200 NUMERACY AND MATHEMATICS

#### Campus
Footscray Park and Melton.

#### Prerequisite(s)
Nil.

#### Content
This unit of study will require students to develop an understanding of their own learning of mathematics. They will be required to demonstrate their competence in mathematics through the presentation of solutions to practical problems and understandings of mathematical concepts covering: space, number, measurement, chance and data, algebra and mathematical tools and procedures. Particular emphasis will be given to investigating questions and problems which may be encountered in the primary and early secondary school years. Two important aspects of the unit of study will be a focus on the development of student confidence in mathematics and the development of an understanding of the language of mathematics needed to participate in the real world. The unit will require students to use calculators and information technology in answering mathematical questions.

- **Learning Outcomes**
  - On successful completion of this unit, students will be able to:
    - Demonstrate competence in mathematics necessary for effective primary mathematics teaching, by demonstrating an understanding of mathematical concepts and solving practical problems;
    - Demonstrate an awareness of their own learning of mathematics and confidence in their mathematical skills;
    - Demonstrate an awareness and appreciation of the social, historical, cultural and economic aspects and applications of mathematics;
    - Understand the role of active participation and social interaction with other students through small group work and whole class discussion in mathematics learning;
    - Demonstrate skills in communicating mathematics;
    - Use technology to investigate mathematical concepts and solve problems.

#### Required Reading
- Recommended Reading

#### Class Contact
Three hours per week, or equivalent, for one semester in lectures and workshops. Workshops may include mentored activity with Year four students.

#### Assessment
- Essays 70%; Class papers 30%.

### AEB1210 UNDERSTANDING LEARNING

#### Campus
Footscray Park, St Albans, Melton and Sunbury.

#### Prerequisite(s)
AEB1101 Learning in a Changing World and AEB1102 Inquiry for Understanding as corequisites or prerequisites.

#### 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 a Praxis Inquiry protocol will be introduced to assist pre-service teachers to identify the initiating question: Who are the learners and how do they learn? It will then: articulate further significant questions about learners’ experience of learning; shape the development of increasingly sophisticated habits of reflective practices including observational and other forms of data collection and analysis; encourage the construction of pedagogical understandings in response to the complexity and diversity of observed influences on student learning; assist pre-service teachers to build schemata that illustrate the multiple ways that students learn, the key influences on learning, and the dilemmas facing learners and teachers; assist pre-service teachers to articulate their observations in order to refine their personal theory of learning and change their practice in Project Partnerships to reflect their inquiry and learning.

- **Learning Outcomes**
  - On successful completion of this unit, students will be able to:
    - Focus on the diversity of learners encountered in classrooms and develop an understanding of their personal and social characteristics;
    - Focus on the range of pedagogies which are employed to support learning and develop an understanding of educational contexts;
    - Make connections between Project Partnership experiences and a range of theories of learning.

#### Required Reading
- Recommended Reading

#### Assessment
- Essays 70%; Class papers 30%.

### AEB1250 COMMUNICATION AND SOCIAL ACTION

#### Campus
Footscray Park, St Albans, Melton and Sunbury.

#### Prerequisite(s)
AEB1101 Learning in a Changing World and AEB1102 Inquiry for Understanding, AEB1100 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. Professional Exposition: Learners and Learning. This task involves the combined construction of the electronic portfolio initiated in semester one. During semester two, the portfolio will be extended to include a record of the pre-service teachers’ inquiry into learners and their learning, with an emphasis on literacy learning (2000 words equivalent).

- Development of an inquiry outline 50%.
- Pre-service teachers will 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).

Compilation of a student profile 20%. Pre-service teachers will 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).

- University participation: 24 hours comprising 16 hours in university lectures and workshops, eight hours in online discussion.

#### Assessment
- Essays 70%; Class papers 30%.

- Professional Exposition: Learners and Learning (2000 words equivalent).
of schooling. They will also undertake a reflective evaluation of their experiences in Project Partnerships focusing on: planning and implementing lessons; classroom management; inclusive education; working with literacy support colleagues; as well as formative and summative assessment strategies. They will then review and evaluate current education system policies on literacy education, including consideration of state and national studies and inquiries and become familiar with diverse electronic resources which might be used in literacy programs.

• Learning Outcomes On successful completion of this unit, students will be able to:
  - Understand the English curriculum;
  - Demonstrate familiarity with current practices for teaching and assessing literacy;
  - Connect literacy to different dimensions of communication and social action;
  - Take a critical approach to the exploration of diverse issues and contrasting beliefs relating to literacy education.

Required Reading

Recommended Reading

Class Contact
Three hours or equivalent per week comprising a one-hour lecture and two hours of workshops/tutorials/centre visits.

Assessment
Common Assessment Task 1: 100%. Exposition: Learners and Learning. In conjunction with a Praxis Inquiry unit of study, pre-service teachers continue the electronic portfolio initiated in semester one. In regard to this unit of study pre-service teachers will prepare a report of a simple investigation of language, literacy and learning. Pre-service 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.

AEB1262 MUSIC, MOVEMENT AND DRAMATIC ARTS

Campus
Melton.

Prerequisite(s)
Nil.

Content
This unit of study will focus on: the importance of a range of experiences, including music, creative movement, and drama, for children aged 0-8 years; creative expression with singing, instruments, and dance; using singing to promote language development and movement and promote awareness of space and position; philosophical and pedagogical issues in the dramatic arts and early childhood education; the role of the educator as facilitator of children’s creative, aesthetic, musical and dramatic development. Pre-service teachers will explore their own drama and music history and consider how attitudes they now hold toward music, movement, dance and drama may have been fostered. Teachers’ performance skills and self-consciousness will be considered. Pre-service teachers will also consider: the dramatic arts in a multicultural society; promoting listening, language and physical skills through movement; teaching music and drama to young children with special needs and abilities; creating, performing and evaluating musical and dramatic arts tasks.

• Learning Outcomes On successful completion of this unit, students are expected to be able to:
  - Understand the skills and teaching experiences necessary in a range of developmentally appropriate early childhood expressive arts approaches;
  - Understand the practical aspects of the performing arts;
  - Show understandings and skills in the areas of early childhood music, dance and drama.

Required Reading

Recommended Reading

Journals Australian Journal of Early Childhood Education. Early Childhood Research Quarterly

Class Contact
Three hours or equivalent per week comprising one hour of lectures and two hours of workshops/tutorials/centre visits.

Assessment
Common Assessment Task 50%. This task is connected to the Common
AEB1282 DEVELOPMENT STUDIES 1
Campus Melton.
Prerequisite(s) Nil.
Content This unit of study aims to present to students an in-depth study of the development of children 0-3 years across all areas of development (social, physical, emotional, cognitive, perceptual), opportunities to explore current research and the primary theories in relation to infant and toddler development.
- Learning Outcomes On successful completion of this unit, students are expected to be able to: Demonstrate their knowledge and understanding of the development of 0-3 year old children across all developmental domains;
- Plan, implement and evaluate effective learning programs for children under three years of age;
- Describe their knowledge of the major theorists/theories, current research and contemporary issues in relation to infant and toddler development;
- Reflect on their own abilities, attitudes, values and beliefs with respect to young children’s learning and development;
- Explain their understanding of the diversity of human growth and development and the likely impact of culture, family, genetic inheritance and life experiences on development;
- Focus on the range of pedagogies which are employed to support learning and develop an understanding of educational contexts;
- Make connections between Project Partnership experiences and a range of theories of learning.
Class Contact Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.
Assessment Common Assessment Task 1: 100%. Exploitation: Learners, Development and Learning (3000 words). In conjunction with a Praxis Inquiry unit of study, pre-service teachers continue the electronic portfolio initiated in semester one. In regard to this unit of study, pre-service teachers will prepare a report of an investigation of child development and learning of children under three years in each of the developmental domains. Pre-service 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 child development and learning. The report will include supporting evidence such as examples of children’s play, as well as descriptive and reflective writing. The investigation will lead to an emerging philosophy of learning and development of infants and toddlers specifically related to physical, social, emotional and cognitive development. The inquiry will include a survey of the application of ICT in children’s development.
Placement Nil.

AEB1300 VISUAL ARTS AND PERFORMANCE
Campus Footscray Park and Melton.
Prerequisite(s) Nil.
Content This unit of study is constructed around a number of key themes in the visual and performing arts. It will develop substantive theoretical frameworks and studio skills in a variety of the relevant disciplines which constitute the visual and performing arts. It will also critically examine the visual and performing arts as they relate to personal, cultural, economic and social contexts. In addition to analysing conventional studio practice within the relevant disciplines, the unit will draw on information technologies such as multimedia, paint and music software. Visits to visual and performing arts events will be included in the lecture program.
Learning Outcomes On successful completion of this unit, students will be able to:
- Demonstrate substantive insight of the visual and performing arts through observing, participating in and reflecting upon a range of genres in the visual and performing arts, such as painting, dance, film and television, architecture and music; Report personal learning outcomes in the visual and performing arts and apply those outcomes to teaching and learning environments;
- Use information and digital technologies which reflect developing understandings about the emerging relationship between the visual and performing arts and technology;
- Explore the context within which the visual and performing arts functions, such as the impact of political and educational policies on the arts, sociocultural impacts such as class, race and gender, and non-Western impacts such as Koori art and Asian art.
Class Contact Three hours per week, or equivalent, in lectures and workshops for one semester. Workshops may include mentored activity with Year four students.
Assessment Essay 25%; Journal 25%; Class paper 50%.

AEB1400 HEALTH, PHYSICAL AND OUTDOOR STUDIES
Campus Footscray Park and Melton.
Prerequisite(s) Nil.
Content This unit of study aims to develop students’ knowledge, awareness and appreciation of health, physical and outdoor education. Participation in practical activities will provide an understanding of the importance of a healthy lifestyle for young people. Consideration will be given to the interaction between health and social class, gender and ethnicity. The benefits of health, physical and outdoor education will be introduced from historical, sociocultural, psychological and physiological perspectives.
- Learning Outcomes On successful completion of this unit, students will be able to: Identify and investigate physical skill development;
- Recognise the crucial role of health, physical and outdoor education in the lives of people.
Required Reading To be advised by lecturer.
Class Contact Three hours per week, or equivalent, of lectures and workshops for one semester. Workshops will include mentored activity with Year four students.
Assessment Essay 25%; Journal 25%; Class papers 50%.

AEB1500 SOCIAL AND SCIENTIFIC INQUIRY
Campus Footscray Park and Melton.
Prerequisite(s) Nil.
Content This unit of study will introduce students to the philosophy and practice of inquiry in the physical, biological, environmental and social sciences. Students will be expected to provide practical demonstrations of their understanding in the application of inquiry in the sciences and social sciences at a level required of teachers in primary schools. Emphasis will be given to understanding the role of observation and experimentation in the sciences; and to the nature of inquiry in the investigation of social questions including those related to civics and politics, Indigenous Australia, ethnic communities and the Asia-Pacific region. The use of information technology will support class activities.
• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate an understanding of social and scientific inquiry by successfully completing a range of simple investigations, which might include a scientific experiment, an environmental study and an example of social research; Report on published examples of social and scientific research paying attention to the process of inquiry and to claims for validity; Evaluate social and scientific research using philosophical and moral criteria; Use the results of social and scientific investigation to argue for particular courses of action.
Class Contact Three hours per week, or equivalent, in lectures and workshops for one semester. Workshops may include mentored activity with fourth year students.
Assessment Science project report 50%; Social science project report 50%.

AEB1600 CAREER EDUCATION AND YOUNG PEOPLE
Campus All campuses at which the Bachelor of Education is taught, currently: Footscray Park, Melton and Sunbury.
Prerequisite(s) For students in either Year 3 or Year 4 of the Bachelor of Education.
Content This elective will provide an introduction to a series of themes around the notions of society, industry and work, leading to an exploration of pathways to careers and effective citizenship for secondary school students. It will draw upon the three key areas of the Australian Blueprint for Career Development, viz Personal Management, Learning and Work Exploration and Career Building. Components of the elective may include: Personal management: understanding of self (utilising ABCD categories); social/generic skills and attributes necessary for work readiness; aspects of counselling; work/life balance; self efficacy and capability; and learning and work exploration: future of work; vocational testing; AQT and pathways; roles and relationships of education providers; labour market: trends, resources and interpretation; demographics; currency of information: commonly used resources; careers education programs and evaluation frameworks; engaging the disengaged.
• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate an understanding of the place of career education in the broad context of lifelong learning; Explore and discuss the connections between theoretical frameworks and real life, and school to work transition experiences; Design a careers unit for delivery in a secondary school.
Required Reading Department of Education, Science and Technology 2004, Australian blueprint for career development, Canberra.
Class Contact Thirty-six hours in one semester.
Assessment Assessment for this unit of study will draw on the personal and professional experiences of students and includes an electronic portfolio and critical analysis of issues on career education. Task one: electronic portfolio 50%. Portfolio will include evidence of both personal and professional material which highlights the pre-service teachers’ own career development. The final product will be presented to the class (1500 words equivalent).
Task Two: A case of teaching and learning practice in careers education 50%. Case is based on personal and professional experience with young people, careers and work. Drawing on literature and research in the field, students will identify the issues, describe them in the case and write a critical commentary on how you, as a beginning teacher, would address the situation presented, along with an analysis and reasoning for the approach and strategies (1500 words).

AEB1610 GENERAL STUDIES: CURRENT RESEARCH IN EARLY CHILDHOOD EDUCATION
Campus Melton.
Prerequisite(s) Nil.
Content This unit of study 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; 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; 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.
• Learning Outcomes On successful completion of this unit, students will be able to: Discuss different approaches to research design and methodology; Critically review research reports; Critically appraise implications for practice drawn from the research; Use information technology to conduct a review of research reports and literature; Undertake research in an early childhood setting.
Class Contact Three hours per week or equivalent, in lectures, workshops and/or field-based research.
Assessment Critical review of two current research reports on early childhood development or education (1500 words or equivalent) 30%; Research report undertaken in an early childhood setting (1500 words or equivalent) 70%.

AEB1620 GENERAL STUDIES: DEVELOPMENTAL STUDIES 1 (INFANT/TODDLER)
Campus Melton.
Prerequisite(s) Nil.
Content This unit of study will include: a study of the development of children from 0-3 years across areas such as: physical, social, emotional, cognitive, perceptual, personality and language development. It will also examine 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

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and current research in relation to infant and toddler development.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Know and understand the development of 0-3 year old children across all developmental domains;
  - Know the major theorists and theories and contemporary issues in relation to infant and toddler development;
  - Demonstrate an understanding of the current research in relation to infant and toddler development;
  - Plan, implement and evaluate effective learning programs for children under 3 years of age;
  - Reflect on their own abilities, attitudes, values and beliefs with respect to young children's learning and development;
  - Understand the diversity of human growth and development; the likely impact of culture, family, genetic inheritance and life experiences on development.

**Required Reading**


- Websites
  - www.erics.state.vt.us.

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

**Assessment**

- Two written assignments: A report and a research essay of 1500 words each 50% each.
AEB1650 GENERAL STUDIES: POLICY AND PRACTICE IN EARLY CHILDHOOD EDUCATION

Campus Melton.
Prerequisite(s) Nil.

Content This unit of study will include: current understandings of policy; how social and economic policies determine the direction of early childhood services; how policies are developed to support service delivery in early childhood; strategies for influencing government policies; the role of advocacy in early childhood and how early childhood professionals can advocate for children and the early childhood profession; an exploration of social justice issues related to topics such as gender, ethnicity, disability and human rights, and how they impact upon early childhood programs; the historical contexts underpinning the development of early childhood services; current and future directions and trends in early childhood services; employer sponsored childcare and ‘family friendly’ employment policies; transition to school; an analysis of the care/education debate, accreditation, regulations, ethics and government policy; an exploration of the role and responsibilities of the early childhood professional, including teamwork, leadership, mentoring, networking, and supervision; and promoting positive partnerships with parents and the community.


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

Assessment Fallow 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%.

AEB2020 ARTS AND LITERACY EDUCATION

Campus Footscray Park and Melton.
Prerequisite(s) Nil.

Content Partnerships experience will provide the context for an investigation into knowledge and curriculum for teaching in literacy and the Arts. Topics will include: a continuing study of the development of young people; personal experience of the Arts; exploration of the connections between literacy, culture and the Arts; investigating philosophical and practical applications for teaching and learning in the Visual and Performing Arts, including the role of information technology, music, mass media and multimedia forms; planning, teaching and assessment in an integrated arts and literacy program; documenting teaching and learning. Students will undertake focused classroom teaching in the Arts and literacy. Connections between the Arts and issues related to gender, cultural and economic diversity, ethnicity and Australia’s Indigenous population, will be investigated.

Required Reading Board of Studies, Victoria 1996, The Arts curriculum and standards
How do teachers support student learning? How have I supported student learning?

and the Curriculum, Pedagogy and Assessment study being undertaken in the same

• Victorian Curriculum and Assessment Authority. www.vcaa.vic.edu.au

• Establish how a range of pedagogies support learning;
• Make connections between Project Partnership experiences and a range of theories of learning;
• Establish how a range of pedagogies support learning;
• Evaluate personal literacy and numeracy
• Demonstrate the competence needed for entry to the teaching profession, if necessary, after undertaking a support program.

AEB2110 TEACHERS KNOWING CHILDREN
Campus Footscray Park, St Albans, Melton and Sunbury.
Prerequisite(s) AEB1101 Learning In a Changing World as corequisite 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. Pre-service teachers will ask questions that focus on teaching and learners:

• How do teachers support student learning? How have I supported student learning? They will also: recognise how teachers can support students in understanding and enhancing their own learning; use multiple sources of information (test results, class assessment activities, interviews and conversations with students, work samples, running records and classroom observations) and diverse means (such as case-writing, journaling, annotated lesson plans, records of shared reflection with mentors) to describe what they know and think about learners and teachers; investigate personal, school-based, theoretical and sociocultural explanations to gain a deeper understanding about the connection between teaching and student learning; build schemata that illustrate how multiple approaches to teaching support learning; make changes in their practice in response to their inquiry and reflect on these changes in order to continue the inquiry.


• Victorian Curriculum and Assessment Authority. www.vaca.vic.edu.au
• Department of Education and Training (DET). www.vocational.victorian.edu.au
• Curriculum@Work. www.sofweb.vic.edu.au/ctw

Class Contact Project Partnerships: 17 days (five days supervised teaching practice). University participation: 24 hours comprising 16 hours in university lectures and workshops, eight hours in online discussion.

Assessment Common Assessment Task 50%. This task is connected to the Common Assessment Task for the Curriculum, Pedagogy and Assessment unit of study being undertaken in the same semester. 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 30%. This task involves developing an outline for an inquiry into learners and teaching in Project Partnership (1000 words equivalent).

Review of Inquiry 20%. This task involves a mid-semester presentation of observations about student learning and teaching (1000 words equivalent).

Project Partnership Report (ungraded).

Satisfactory progress reported by Project Partnership mentor teacher.

AEB2115 LEARNING AND TEACHING
Campus All campuses on which the Bachelor of Education is taught.
Prerequisite(s) Nil.

Content This Praxis Inquiry unit of study provides an opportunity for pre-service teachers commencing in the second year VET/Secondary Teaching Bachelor of Education to undertake introductory inquiries into learning and teaching in schools using the Praxis Inquiry protocol. The unit will explore theories of learning relevant to secondary education with an emphasis on the practices which support student learning in technology (or similar fields) and VET programs in schools. Throughout the unit, pre-service teachers will be required to present examples of their personal literacy and numeracy competence and to participate in support programs when one or both is identified as less than required to enter the teaching profession.

• Learning Outcomes On successful completion of this unit, students will be able to: Understand learners’ personal and social characteristics, including their learning, through a focus on the diversity of learners encountered in classrooms and using a Praxis Inquiry protocol.
• Generate working explanations for the diversity of student learning encountered during Project Partnerships;
• Establish how a range of pedagogies support learning;
• Evaluate personal literacy and numeracy
• Demonstrate the competence needed for entry to the teaching profession, if necessary, after undertaking a support program.


• Other websites can be obtained from the lecturer.

Class Contact Project Partnerships: 24 days (15 days supervised teaching practice); University participation: 44 hours comprising 36 hours in university lectures and workshops and 8 hours in online discussion.


AEB2150 REASONING FOR PROBLEM SOLVING
Campus Footscray Park, Melton and Sunbury.
Prerequisite(s) AEB1102 Inquiry for Understanding (corequisite or prerequisite).

Pre-service teachers without a recent background in mathematics learning may be required to take AEB1200 Numeracy and Mathematics (or equivalent) as a co- or prerequisite.

Content This unit of study will introduce pre-service teachers to the curriculum and pedagogy required for effective teaching of mathematics with a focus on students in the early years and middle years of schooling. Through their participation in Project Partnerships, supported by the formal inquiry in the related Praxis Inquiry unit, pre-service teachers will apply their developing mathematics education understanding.
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and practices in enhancing students' mathematics and numeracy learning. Topics will include: planning for teaching; lesson structures, teaching strategies, questioning strategies and lesson plans; children's learning of mathematics; social constructivism; learning cycle; children thinking mathematically and solving problems, doing practical work and conducting investigations; children's understanding of number; developing number sense; number in the early years; Indigenous Australians' understanding of number; children's understanding of measurement; developing measurement sense; language learning in measurement; Indigenous Australians' understanding of space and measurement; children's understanding of space, chance and data; learning operations with whole number, fractions and decimals, assessing children's mathematics; learning cycles; clinical interviews; using good questions; rich assessment tasks; annotated work samples; recording student learning, using technology for mathematics learning; calculators; generic and specific software and the internet; organising student learning with technology.

• Learning Outcomes On successful completion of this unit, students will be able to: Apply their understanding of how children learn in diverse ways to the mathematics and numeracy fields;
• Understand mathematics curriculum, teaching and learning in primary schools and the guidelines and resources available to support the implementation of the mathematics curriculum;
• Plan and teach purposeful lessons that motivate students, foster mathematical thinking and generate specific student learning outcomes through their engagement in Project Partnerships;
• Use a range of teaching approaches to promote student learning, including investigation, practical work, problem-solving and posing, exposition, discussion and practice;
• Use or design lessons that use technology as an aid for learning specific mathematics concepts and skills;
• Demonstrate familiarity with recent trends in teaching, learning and assessment in mathematics (for example, early years literacy programs, middle years numeracy);
• Demonstrate familiarity with statewide testing programs and outcomes-based curriculum;
• Use skills to evaluate their own planning and teaching of mathematics.

Required Reading

Recommended Reading

• United Kingdom Department of Education Numeracy Standards (contains some good lessons). http://www.standards.dfes.gov.uk/numeracy/

Assessment
Common Assessment Task 40%. 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. The portfolio will focus on teaching and learning and document practice in Project Partnerships with accompanying reflective annotations and commentary with particular emphasis on literacy and mathematics teaching and learning. Curriculum report 30%. Report on the planning, teaching and evaluation of mathematics in Project Partnerships. Inquiry into an issue in numeracy/ mathematics education in early childhood education 30%. Workshop presentation (1000 words).
AEB2163 VISUAL AND CREATIVE ARTS

Campus Melton.
Prerequisite(s) Nil.

Content The aims of this unit of study are for pre-service teachers to: examine their own attitudes towards visual and creative art; develop an understanding of, and skills in, a range of early childhood visual and creative arts experiences; and employ these understandings, attitudes and skills to suit the developmental, sociocultural and aesthetic needs of the young child.

- Learning Outcomes On successful completion of this unit, students are expected to be able to:
  - Thoroughly understand the visual and creative art needs of young children, and the practical skills to implement effective visual and creative arts teaching programs using a range of strategies for learning which reflect the needs and preferred learning styles of young people and which presents and investigates a range of genres in visual and creative arts;
  - Understand their own artistic influences and attitudes and the impact these can have on their ability to assist young children's artistic development;
  - Inquire about, and understand, the role of the arts and culture in education and act critically;
  - Use specific strategies such as the use of concrete materials, philosophical inquiry, co-operative groups and integrated and negotiated curriculum which address the sociocultural perspectives of learners;
  - Use information technology for investigating, planning, teaching and evaluating learning in the arts and literacy;
  - Document development, delivery and evaluation of partnership activity, which includes curriculum, support, teaching practice and philosophical inquiry of social issues as a basis for practice.


Class Contact Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.

Assessment Common Assessment Task 50%. This task is connected to the Common Assessment Task for the Praxis Inquiry unit of study being undertaken in the same semester. The Common Assessment Task is a Professional Exposition: Teaching and Learners. The portfolio will focus on teaching and learners and document practice in Project Partnerships with accompanying reflective annotations and commentary. The exposition/portfolio will require pre-service teachers to demonstrate understanding of their experiences teaching in their Project Partnership setting with a particular emphasis on motor development, health and physical education. The exposition should also include an exploration of curriculum planning as intended by the Victorian Essential Learning Standards and the application by the pre-service teacher of ICT in support of student learning (2000 words equivalent). Curriculum report 50%. Report on the planning, teaching and evaluation of motor skills, physical education and wellbeing in Project Partnerships (1000 words).

Placement Nil.

AEB2164 HEALTH, PE AND MOTOR DEVELOPMENT

Campus Melton.
Prerequisite(s) Nil.

Content The aims of this unit of study are to present pre-service teachers with a thorough grounding in the health and physical education needs of children from 0-12 years of age together with detailed knowledge and understanding of the motor development of children.

- Learning Outcomes On successful completion of this unit, students are expected to be able to:
  - Demonstrate a functional working knowledge of the motor and physical development of children from birth through 12 years of age;
  - Better understand the health needs of children;
  - Plan effective physical education and health programs in both early childhood and primary school settings.


Class Contact Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.

Assessment Common Assessment Task 50%. This task is connected to the Common Assessment Task for the Praxis Inquiry unit of study being undertaken in the same semester. The Common Assessment Task is a Professional Exposition: Teaching and Learners. 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 pre-service teachers to demonstrate understanding of their experiences teaching in their Project Partnership setting with a particular emphasis on motor development, health and physical education. The exposition should also include an exploration of curriculum planning as intended by the Victorian Essential Learning Standards and the application by the pre-service teacher of ICT in support of student learning (2000 words equivalent). Curriculum report 50%. Report on the planning, teaching and evaluation of motor skills, physical education and wellbeing in Project Partnerships (1000 words).

Placement Nil.

AEB2210 MAKING THE CONDITIONS FOR LEARNING

Campus Footscray Park, St Albans, Melton and Sunbury.
Prerequisite(s) AEB1101 Learning in a Changing World as corequisite or prerequisite.

Content This unit of study will connect with, and complement, Project Partnerships and the Curriculum, Pedagogy and Assessment unit being undertaken in the same semester. Using Praxis Inquiry protocol pre-service teachers will ask questions about teaching and learners: What are the conditions that support students in becoming active and engaged learners? They will also: observe and reflect on the processes by which teachers promote safe and secure classroom environments and relationships with students which support learning; document their developing teaching practices and their impact on students and learning using a range of genres and information about students to describe and reflect on their observations; use their descriptive records to generate personal, school-based, theoretical and sociocultural explanations and make connections to key literature explorations that identify characteristics of pedagogy and the conditions for learning which seem most effective in engaging all students; develop confidence in working with groups and whole classes of students using an expanding pedagogical repertoire; apply their understanding of learning to support the development of students ‘thinking’ reasoning, creativity, meta-cognition and inquiry.

- Learning Outcomes On successful completion of this unit, students are expected to be able to:
  - Identify, interpret and evaluate specific teaching strategies by relating them to specific theories of learning;
  - Trial approaches to the documentation of lesson and curriculum planning and the assessment of student learning;
  - Demonstrate the use of a range of approaches to reflect on and improve personal teaching practice.


- Websites Project Partnerships, Victoria University: http://education.vu.edu.au/partnerships/

Class Contact Project Partnerships: 16 days (10 days supervised teaching practice).

University participation: 24 hours comprising 16 hours in university lectures and
workshops and eight hours in online discussion. **Assessment** Pass grade required for each task. Common Assessment Task 50%. This task is connected to the Common Assessment Task for the Curriculum, Pedagogy and Assessment unit of study being undertaken in the same semester. 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 pre-service 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 30%. An inquiry into a range of teaching strategies trialled during Project Partnership (1000 words equivalent). Review of inquiry 20%. Mid-semester presentation of observations about the trialling of the range of teaching strategies (1000 words equivalent). Project Partnership report (ungraded). Satisfactory progress report by Project Partnership mentor teacher.

**AEB2250 HEALTHY ACTIVITY, COMMUNITY AND WELLBEING**

**Campus** All campuses on which the Bachelor of Education is taught, currently: Footscray Park, Melton and Sunbury.

**Prerequisite(s)** AEB1102 Inquiry for Understanding or equivalent as corequisite or prerequisite. Pre-service teachers without a recent background in health and physical education may be required to take AEB1400 Health, Physical and Outdoor Studies (or equivalent) as corequisite or prerequisite.

**Content** This unit of study will introduce pre-service teachers to the curriculum and pedagogy required for effective teaching of health, physical and outdoor education with a focus on students in the early and middle years of schooling. Through their participation in Project Partnerships and formal inquiry in the related Praxis Inquiry unit of study (normally either AEB2110 or AEB4110), pre-service teachers will apply their developing Health, Physical and Outdoor Education understanding and practices to the enhancement of students’ wellbeing and community participation. Topics will include: planning for teaching: lesson structures, teaching strategies, questioning and understanding in health, physical and outdoor education.

- Demonstrate sensitivity to the cultural basis for young people’s attitudes to and participation in physical and outdoor activity.
- Understand the health, physical and outdoor education curriculum, teaching and learning and the guidelines, procedures and resources available to support the implementation of the curriculum;
- Plan, teach and evaluate purposeful lessons that engage and challenge students and foster their personal wellbeing and their health participation in physical activity at school, outdoors and in the local community;
- Identify a range of strategies for teaching and learning in health, physical and outdoor studies, including integrated and inquiry approaches, effective outdoor management approaches, environmental and community issues and the role of teachers and schools in inter-professional collaboration;
- Demonstrate sensitivity to the cultural basis for young people’s attitudes to and participation in physical and outdoor activity.

**Recommended Reading**

- Kiddie, P & Robson, G 2001, Make their heads spin: improving learning in the middle years, Curriculum Corporation, Carlton South, Victoria.

**Journals**


- Websites
  - Vicswim. vicswim.com
  - Victorian Curriculum and Assessment Authority. www.vcaa.vic.edu.au
  - vels.vva.vic.edu.au/index.html

- Department of Education and Training (DET). www.sofweb.vic.edu.au
- Curriculum@Work. www.sofweb.vic.edu.au/catw
- mag.ic.educ.unimelb.edu.au/outdoored/
- http://home.internex.net.au/~battevic
- Physical Education. www.pacenorth.org
- Adventure Education. www.adventure-ed.co.uk/research
- Adventure Professionals. www.adventurpro.com.au
- Association for Experiential Education. www.aee.org
- Bureau of Meteorology. www.bom.gov.au
- Camping Association of Victoria www.cav.asn.au
- National Parks. www.parkequip.com.au
- VEOA. www.veoa.vic.edu.au
- http://home.internex.net.au/~battevic

**Class Contact** Thirty-six hours in lectures and workshops

**Assessment** Pass grade required for each task. Common Assessment Task 50%. This task is connected to the Common Assessment Task for the Praxis Inquiry unit of study being undertaken in the same semester. 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 pre-service teachers to demonstrate understanding of their experiences teaching in their Project Partnership setting (2000 words equivalent). Curriculum report 30%. Report on the planning, teaching and evaluation of Health, Physical and Outdoor Education in Project Partnerships (2000 words). Inquiry into an issue related to the enhancement of young people’s health and wellbeing through the teaching of Health, Physical and Outdoor Education (eg history) education 20%. Workshop presentation (1000 words). Presentation on community links in partnership setting.

**AEB2251 IMAGINATION, CREATIVITY AND DESIGN**

**Campus** All campuses on which the Bachelor of Education is taught, currently: Footscray Park, Melton and Sunbury.

**Prerequisite(s)** AEB1102 Inquiry for Understanding or equivalent as corequisite or prerequisite. Pre-service teachers without a recent background in language and arts may be required to take AEB1300 Visual Arts and Performance (or equivalent) as corequisite or prerequisite.

**Content** This unit of study will introduce pre-service teachers to the curriculum and pedagogy required for effective teaching of the Arts, Technology and History with a focus on students in the early and middle years of schooling. Through their participation in Project Partnerships and the formal inquiry in the related Praxis Inquiry unit of study (normally either AEB2100 or AEB4110), pre-service teachers will apply their developing arts and technology understanding and practices to
enhancement of students’ creativity and imagination within an overall historical framework. Topics will include: planning for teaching; lesson structures, teaching strategies, questioning strategies and lesson plans; children’s imagination and creativity; how children’s awareness of history can be stimulated by examining developments in art, music, performance and technology; Indigenous ways of artistic expression; how to engage Indigenous Australian students in learning through the Arts Designing curriculum units which integrate a number of curriculum areas; for example, the arts, technology, history and English, through an application of the practice of ‘multi-literacies’; setting up the classroom for successful learning through individual, small group and whole class activities; assessing 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 Kidpax, 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 pre-service teachers’ career intentions.

• Learning Outcomes: On successful completion of this unit, students will be able to:
  - Apply their understanding of how children learn in diverse ways to the Arts (visual arts, computer mediated art, music and performances) and to the design and use of technology;
  - Better understand the arts and technology curriculum, teaching and learning in primary schools, and the guidelines, procedures and resources available to support the implementation of the curriculum;
  - Plan, teach and evaluate purposeful lessons that engage and challenge students, foster their creativity and imagination in arts, design and technology, and generate specific student learning outcomes across curriculum fields;
  - Design, trial and evaluate learning activities (curriculum units) which integrate technology and history and apply communication and information technologies;
  - Demonstrate awareness of, and sensitivity to, Indigenous ways of artistic expression and how participation in the arts can engage Indigenous Australian students in learning.

Required Reading

Recommended Reading

• Victorian Curriculum and Assessment Authority. http://www.vcaa.vic.edu.au
• Curriculum Corporation. http://www.curriculum.edu.au
• Department of Education and Training (DET). www sofweb.vic.edu.au
• DET Curriculum Resources. www sofweb.vic.edu.au/curric/index.htm
• Curriculum at Work. www sofweb.vic.edu.au/catw
• DET Middle Years website will be a valuable resource. http://www sofweb.vic.edu.au/mys/index.htm
• www kid-at-art.com
• www longanddit uibe rto.ca

Class Contact
Thirty-six hours in lectures and workshops.

Assessment
Pass grade required for each task. Common Assessment Task 50%.

This task is connected to the Common Assessment Task for the Praxis Inquiry unit of study being undertaken in the same semester. Professional Exposition: Teaching and

AE82252 SCIENCE, ENVIRONMENT AND SOCIETY

Campus
Footscray Park, St Albans, Melton and Sunbury.

Prerequisite(s)
AE81102 Inquiry for Understanding or equivalent as a co- or prerequisite. Pre-service teachers without a recent background in science learning may be required to take AE81500 Social and Scientific Inquiry (or equivalent) as a co- or prerequisite.

Content
The unit of study will introduce pre-service 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 and lesson plans; Children’s inquiry into the natural world; constructivist learning theories; the science inquiry process; sustaining and informing children’s awareness of global events and concern for the environment; 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 including 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; rescoring 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.

Required Reading
Skamp, K (ed) 2004, Teaching primary science constructively, Social Science Press; Thomson Learning, Southbank Victoria.

Recommended Reading

• Websites Partnerships, Victoria University http://accel.vu.edu.au/partnerships/
• School Innovation in Science website http://www.scienceinseconds.org

Class Contact
Thirty-six hours in lectures and workshops.

Assessment
Pass grade required for each task. Common Assessment Task 50%: this task is connected to the Common Assessment Task for the Praxis Inquiry unit of study being undertaken in the same semester. Professional Exposition: Teaching and
AEB2265 SCIENCE ENVIRONMENT AND SOCIETY
Campus Melton.
Prerequisite(s) AEB1102 Inquiry for Understanding or equivalent as corequisite or prerequisite. Preservice teachers without a recent background in science learning may be required to take AEB1500 Social and Scientific Inquiry (or equivalent) as corequisite or prerequisite.

Content The aim of this unit of study is for pre-service teachers to investigate the ways children learn to inquire into the natural world by applying their curiosity and sense of exploration in questions of interest. The unit of study will indicate how children learn to inquire into the natural world by applying their curiosity and sense of exploration in questions of interest. Use of the Praxis Inquiry Protocol will encourage pre-service teachers to relate their developing curriculum knowledge to specific practical challenges in teaching science, environmental studies and geography in their Project Partnerships.

- Learning Outcomes On successful completion of this unit, students are expected to be able to: Apply their understanding of how children develop and learn in diverse ways to the fields of science, environmental science and geography in their Project Partnership setting;
- Better understand inquiry in science, environmental studies and geography and its application in curriculum, teaching and learning in early childhood programs and primary schools;
- Design, trial and evaluate curriculum and learning experiences and activities (eg. curriculum units) which integrate science, environmental science and geography and which apply information and communication technologies;
- Demonstrate awareness of, and sensitivity to, Indigenous ways of knowing and how participation in science, environmental and geographical inquiry can engage Indigenous Australian children in learning;
- Better understand the integration of science learning across and through all development domains: cognitive, social, emotional, physical and language.


Class Contact Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.

Assessment Common Assessment Task 50%. This task is connected to the Common Assessment Task for the Praxis Inquiry unit of study being undertaken in the same semester. The Common Assessment Task is a Professional Exposition: Teaching and Learners. 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 pre-service teachers to demonstrate understanding of their experiences teaching in their Project Partnership setting with a particular emphasis on literacy and mathematics teaching and learning. The exposition should also include an exploration of curriculum planning as intended by the Victorian Essential Learning Standards and the application by the pre-service teacher of ICT in support of student learning (2000 words equivalent). Inquiry into an issue in science, environmental and society in early childhood education 50%. Workshop presentation (1000 words).

Placement Nil.

AEB2266 PRACTICE AND PARTNERSHIP (ECE 0-2)
Campus Melton.
Prerequisite(s) AEB1101, AEB1102, AEB1250, AEB1262, AEB2150.

Content In this unit of study, pre-service teachers will undertake an extended and continuous period of teaching in an early childhood setting with children under three years of age; increasingly take responsibility for the classroom program, as professional competence develops; manage their progress towards professional competence and recognition (in conjunction with the classroom mentor teacher and the assigned university colleague); meet regularly with mentors to monitor the developing competence and effectiveness of the pre-service teacher.

Learning Outcomes On successful completion of this unit, students are expected to be able to: Demonstrate an appreciation for, and understanding of, the diversity of roles and responsibilities undertaken by early childhood professionals and the contexts where that work occurs;
- Understand and demonstrate the dimensions of being a contemporary early childhood professional;
- Demonstrate, to the satisfaction of the assigned mentor teacher(s) and University colleague(s), the readiness to teach children under three years;
- Farm learning-focused relationships with students;
- Contribute to early childhood service and children’s learning by demonstrating the active and collaborative teacher professionalism expected of a developing teacher.


Class Contact Twenty days of supervised teaching practice and at least one day of additional agreed/negotiated partnership support. Regular meetings between pre-service teacher, mentor teacher and, when possible, university colleague will be essential support for the pre-service teacher.

Assessment The pre-service teacher will be required to present a formal professional portfolio which demonstrates their developing readiness to teach children under three years and documents the professional contributions the teacher has made to the early childhood service and colleagues. The mentor teacher, in negotiation with the university colleague, will assess the practice of the pre-service teacher. The pre-service teacher should participate in these negotiations. Attainment of Readiness to Teach (Ungraded).

Placement 20 days of supervised teaching practice and at least one day of additional agreed/negotiated partnership support. Regular meetings between pre-service teacher, mentor teacher and, when possible, university colleague will be essential support for the pre-service teacher.

AEB2283 DEVELOPMENT STUDIES 2
Campus Melton.
Prerequisite(s) AEB1181, AEB1282, AEB1102.

Content The aim of this unit of study is to enable pre-service teachers to gain a thorough understanding of major theorists and current research across a range of developmental areas including: cognition, physical, emotional, social development; diversity issues, individual learning styles; the contribution of play to children’s development. Pre-service teachers will be expected to explore a range of philosophical and psychological theories and curriculum models from which to develop their own understanding of developing a teaching philosophy.

- Learning Outcomes On successful completion of this unit, students are expected to be able to: Have knowledge and understanding of the development of 3-8 year old children across all developmental domains.
- Demonstrate knowledge of the major theorists and theories in relation to early childhood development;
• Demonstrate an understanding of the current research in relation to the development of 3-8 year olds;
• Understand the contribution of play to children’s development;
• Apply understandings of individual children’s learning styles to program planning in preschool and early years programs;
• Have knowledge and understanding of the main theories and contemporary issues of child development as related to 3-8 year old children;
• Plan, implement and evaluate effective learning programs for children in preschool and early years programs;
• Apply understandings from a range of learning theories, curriculum approaches and current research to enhance the learning and development of children;
• Reflect on their own abilities, attitudes, values and beliefs with respect to young children’s learning and development;
• Understand the diversity of human growth and development; the likely impact of culture, family, genetic inheritance and life experiences on development.

Required Reading

Recommended Reading

Class Contact
Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.

Assessment
Common Assessment Task 50%. Exposition: Learners, Development and Learning (2000 words). In conjunction with a Praxis Inquiry unit of study, pre-service teachers will prepare a report on an investigation of child development and learning of children from 3-8 years that incorporates developmental domains and current approaches in curriculum design. Pre-service 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 child development and learning. The report will include supporting evidence such as examples of children’s play, as well as descriptive and reflective writing. The investigation will lead to an emerging philosophy of learning and development of 3-8 year old children in all domains. The inquiry will include a survey of the application of ICT in children’s development. Curriculum report 50%: Report on the planning teaching and evaluation of experiences designed to enhance children’s development across all domains in Project Partnerships (1000 words).

Placement Nil.

AEB3010 SCIENCE, TECHNOLOGY AND NUMERACY

Campus
Footscray Park and Melton.

Prerequisites
Nil.

Content
Partnerships experience will provide the context for an investigation into knowledge and curriculum for teaching in science, technology and mathematics. Topics will include: extended investigation of science and technology understanding which develops thinking; understanding and communication skills to encourage exploration in scientific, technological and environmental contexts; development and evaluation of integrated curriculum and inquiry; mathematical understanding required for teaching science and technology; extended curriculum planning; the use of information technology, especially the internet, in supporting teaching and learning in science and technology. Students will undertake extended classroom teaching in the fields of their elective general studies and in science, technology and mathematics. Connections between science, technology and numeracy and issues related to gender, cultural and economic diversity, ethnicity and Australia’s Indigenous population, will be investigated.

Learning Outcomes
On successful completion of this unit, students will be able to: Explore the scientific, technological and environmental contexts through the development of understanding and communication skills;
• Understand the basis of teaching and learning in Science, Technology and Numeracy including familiarity with the Science, Technology and Mathematics Curriculum and Standards Framework;
• Demonstrate competence in using information technology in curriculum planning in schools and in associated assignment tasks;
• Plan and evaluate integrated curriculum and inquiry processes in relation to Science, Technology and Numeracy.

Required Reading
Board of Studies, Victoria 1996, Science, technology and mathematics curriculum and standards framework and course advice, Melbourne.

Recommended Reading

Class Contact
Four hours per week, or equivalent, of lectures and workshops plus 23 days Project Partnership 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.

AEB3020 CURRICULUM THEORY

Campus
Footscray Park and Melton.

Prerequisites
AEB2010 Mathematics and Numeracy Education or AEB2020 Arts and Literacy Education or equivalent.

Content
This unit of study will introduce students to current understanding of curriculum, including assessment. Students will be expected to explore the particular features of curriculum in the fields of their general studies majors. The unit will outline the development and evaluation of curriculum. Examples will be drawn from early childhood education, education in the middle years, the compulsory years of secondary education and post-compulsory education, including both the Victorian Certificate of Education and Vocational Education and Training. Students will be expected to investigate these questions through their school-university partnerships. Curriculum forms will be related to particular theories of teaching and learning. The social consequences of curriculum forms will be investigated.

Learning Outcomes
On successful completion of this unit, students will be able to:
• Outline a process for curriculum planning, taking into account the educational and social background of students and the requirements of school and state curriculum documents;
• Discuss the social consequences of particular curriculum forms, with reference to questions such as the connection between wealth, poverty and educational outcomes, the interactions between gender and culture and poverty;
• Develop a range of appropriate and competent curriculum plans, normally with the support of a mentor teacher. The plans will include programs in the fields of students’ General Studies majors, and be applicable to at least one of VCE, the Middle Years of Schooling and Early Childhood Education and will refer to formal curriculum documents currently in use in schools;
• Present a set of work samples or other record of teaching and learning based on the curriculum plans. The samples will demonstrate that the curriculum plans were suitable for teaching.

Required Reading

Class Contact
Two hours per week, or equivalent, of lectures and workshops for one semester.

Assessment
Essay 60%; Class paper 40%.

AEB3040 INCLUSIVE EDUCATION

Campus
Footscray Park and Melton.

Prerequisites
AEB3020 Curriculum Theory or equivalent.

Content
This unit of study will explore curriculum approaches that address issues of diversity, equality and disability through inclusive and integrated approaches to teaching and learning. It will outline classroom management practices and a range of 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
AEB3110 RESPONSE TO STUDENT DIVERSITY

Campus Footscray Park, St Albans, Melton and Sunbury.

Prerequisite(s) AEB2110 Teachers Knowing Students as corequisite 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 pre-service teachers will articulate and reflect on important questions regarding the impact of teachers’ work on students’ experiences of schooling. The initiating question for the year will be: How do teachers and schools achieve engaged and authentic learning for all students? Pre-service teachers will extend their documentation of practice by incorporating artefacts such as formal and informal interviews with students, a reflective log of a collaborative curriculum plan, 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 charts. They will investigate personal, school-based, theoretical and sociocultural explanations of their documented experiences with a focus on the inclusion in learning of the diversity of students encountered in schools. The learning of Indigenous students will be a particular focus. Pre-service teachers will also: 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 by personal and cultural diversity.

Learning Outcomes On successful completion of this unit, students will be able to: Make connections between the diverse learning, social and cultural characteristics of individuals and groups to specific features of curriculum, pedagogy and assessment; Document their developing practice in planning, teaching and seeking different strategies and outcomes to suit the needs of individuals and groups; Demonstrate the use of a range of approaches to reflect on, and improve practice, especially in ongoing planning and evaluation; Demonstrate an understanding of the connection between practice and theory in seeking to understand the challenge of responding to student diversity.


Assessment Common Assessment Task 50%. This task is connected to the Common Assessment Task for the Curriculum, Pedagogy and Assessment unit of study being undertaken in the same semester. The Common Assessment Task is a Professional Exposition: Responding to Diversity. The third year portfolio will require pre-service teachers to demonstrate understanding of their experiences teaching in their Project Partnership setting. The emphasis in the task will be on reporting the pre-service teachers’ understanding of student and cultural diversity and their attempts to respond to it in curriculum planning and teaching practice within a curriculum project. Reporting the integration of ICT in support of student learning is an essential requirement (1500 words equivalent). Principles for inclusive practice 50%. An inquiry into the range of strategies and outcomes for individuals and groups trialled during Project Partnership (1500 words equivalent).

Placement Pre-service teachers will undertake 17 days in an early years setting with the purpose of linking theoretical and practical learning experiences.


• Department of Education and Training (DET). www.sofweb.vic.edu.au


• Curriculum@Work. www.sofweb.vic.edu.au/catw

• DET Middle Years. www.sofweb.vic.edu.au/mys/index.htm


Class Contact Thirty-six hours over one semester at three hours per week in lecture/tutorial format.

Assessment Common Assessment Task 50%. This task is connected to the Common Assessment Task for the Curriculum, Pedagogy and Assessment unit of study being undertaken in the same semester. Professional exposition: Responding to diversity. The third year portfolio will require pre-service 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 30%. An inquiry into the range of strategies and outcomes, for individuals and groups, trialled during project 20%. Mid-semester presentation of observations about experience using different teaching strategies (1000 words equivalent). Project Partnership report (ungraded). Satisfactory progress reported by Project Partnership mentor teacher.

AEB3150 ENGAGEMENT AND PATHWAYS

Campus Footscray Park, St Albans, Melton and Sunbury.

Prerequisite(s) One of either AEB2250 Healthy Activity, Community and Wellbeing, AEB2251 Imagination, Creativity and Design or AEB2265 Science, Environment and Society as corequisite or prerequisite.

Content This unit of study will be organised as plenary/special interest groups with all pre-service teachers participating in a common program on curriculum and pedagogy appropriate for the middle years and post-compulsory years. Pre-service 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 and negotiated learning; questioning strategies to support learning; special interest workshops for each curriculum field in the secondary school; curriculum fields 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 (eg in VCE and VCAL); setting up an assessment system 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/
AEB3172 MANAGEMENT, ADVOCACY AND LEADERSHIP

Campus: Melton.
Prerequisite(s) Nil.

Content: This unit of study will include current understandings and implementation of all management practices and policies and how social and economic policies determine the direction of early childhood services. Pre-service teachers will be expected to develop an understanding of how policies are developed to support service delivery in relation to gender, ethnicity and disability. Current and future trends in early childhood services will be explored as will the nature and development of leadership, mentoring and advocacy for children and families.

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
- Understand how social and economic policies determine the direction of early childhood services;
- Know and undertake professional responsibilities in early childhood programs;
- Understand the policy framework for early childhood services in Australia;
- Advocate for children, families and effective early childhood service delivery;
- Know, understand and apply skills of leadership and advocacy in early childhood services;
- Participate in mentoring programs.


Assessment: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.

AEB3173 CRITICAL CONTEMPORARY ISSUES IN EARLY CHILDHOOD

Campus: Melton.
Prerequisite(s) Nil.

Content: The aim of this unit of study is to assist pre-service teachers in interpreting and critically analysing current research in early childhood education and development, and to consider how research impacts on current thinking and methodologies with regard to teaching and learning in early childhood programs.

- Learning Outcomes: On successful completion of this unit, students are expected to be able to: Be expected to understand, identify and discuss the major professional, educational, political and philosophical issues that impact on the work of contemporary early childhood professionals working in a range of contexts;
- Be able to analyse issues related to the provision of appropriate early childhood services in culturally diverse communities.


Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.

Assessment: Review of research 50%. Critical review of two current research reports on early childhood development or education (1500 words or equivalent). Research report 50%. An investigative report which considers the implications for practice of one identified current issue in early childhood education. Observations of practical strategies and experiences used by staff in an early childhood setting will form the basis of the report (1500 words or equivalent).

AEB3184 CURRICULUM THEORY

Campus: Melton.
Prerequisite(s) Nil.

Content: The aim of this unit of study is to enable pre-service teachers to gain a critical and thorough understanding of a range of theoretical and practical approaches to teaching, early childhood learning and children’s development. Pre-service teachers will be expected to explore a range of philosophical and psychological theories and curriculum models from which to develop their own understanding of developing a teaching philosophy.

- Learning Outcomes: On successful completion of this unit, students are expected to be able to: Critically understand a range of approaches to teaching and learning;
- Understand and analyse a range of different theoretical and practical perspectives in relation to early childhood learning and development;
- Apply theoretical knowledge to a range of early childhood settings and contexts;
- Analyse issues related to the provision of appropriate early childhood programs.
and practices in culturally diverse communities;
• Articulate their own philosophy of early childhood education, and critically reflect
upon the influences underpinning their beliefs about learning and teaching.

Required Reading
Recommended Reading
Berk, LE 2005, Child development, 7th edn Allyn and
Bacon, Boston, MA. Arthur, L, Beecher, B, Death, E, Dockett, S, & Farmer, S 2005,
Programming and planning in early childhood settings, 3rd edn, Thomson Learning.

Assessment
Personal philosophy and curriculum statement (1500 words) 50%. A fully referenced essay on particular theorist/theory of early childhood education which includes the philosophy on which the theory is based and the implications for teaching practice (1500 words or equivalent) 50%.

Placement Nil.

AEB3210 COLLABORATING FOR ACCESS AND SUCCESS
Campus Footscray Park, St Albons, Melton and Sunbury.
Prerequisite(s) AEB2110 Teachers Knowing Students as corequisite 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. Pre-service 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? Pre-service teachers will: 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. They will also: encourage students to work collaboratively in teams, exemplifying a community of learning, reflection and inquiry; explore the range of explanations and practices of effective teacher collaboration, including 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 inter-professional 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.

• Learning Outcomes On successful completion of this unit, students will be able to: Present accounts of their effective contribution to the work of a collaborating team of teachers whose focus is student engagement and learning;
• Explain the nature of communication in professional collaboration, especially through the development of professional discourses of inquiry and teacher professional development;
• Demonstrate the use of a range of approaches to reflect on and improve practice, especially in ongoing planning and evaluation.

Required Reading
Recommended Reading

• Victorian Curriculum and Assessment Authority, www.vcaa.vic.edu.au and
• Department of Education and Training (DET). www.ssfweb.vic.edu.au
• Curriculum@Work. www.ssfweb.vic.edu.au/ctew
• DET Middle Years website will be a valuable resource. http://www.ssfweb.vic.
edu.au/mys/index.htm

Class Contact
Project Partnerships: 28 days (20 days supervised teaching practice).
University participation: 24 hours comprising 16 hours in university lectures and workshops and eight hours in online discussion.

Assessment
Common Assessment Task 50%. This task is connected to the Common Assessment Task for the Curriculum, Pedagogy and Assessment unit of study being undertaken in the same semester. Professional exposition: Responding to Diversity. In this task pre-service teachers will use their portfolio to demonstrate understanding of their experiences teaching in their Project Partnership setting, with 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 30%. An inquiry into the range of strategies and outcomes, for individuals and groups, trialled during Project Partnership (1000 words equivalent). Review of Inquiry 20%. Mid-semester presentation of observations about the trialling of teaching strategies (1000 words equivalent). Project Partnership Report (ungraded).
Satisfactory progress reported by Project Partnership mentor teacher.

AEB3250 PEDAGOGY FOR INCLUSION
Campus Footscray Park, St Albons, Melton and Sunbury.
Prerequisite(s) One of AEB2250 Healthy Activity, Community and Wellbeing, AEB2251: Imagination, Creativity and Design or AEB2265 Science, Environment and Society as corequisite or prerequisite.

Content
This unit of study will be organised as plenary/special interest groups with all pre-service teachers participating in a common program on the challenge of, and pedagogy for, the inclusion of students in learning. They will also attend special interest workshops which will relate the concepts and practices in the common program to the particular learning areas (normally two) for which they are preparing to teach in secondary settings. Topics will include: common program: curriculum and pedagogy which respond constructively and inclusively to social division, poverty and education, education for a multicultural and anti-racist society and gender inclusive education; pedagogy appropriate for teaching Indigenous Australians. Inclusive approaches to teaching and learning for students with special abilities and needs including the development and application of the individual learning management plan; establishing relationships between teachers and students, and students, parents and teachers, including reporting to parents. The specific strategies schools and teachers can use to maintain safe and secure learning environments and support learning-focused relationships with and among students, including the pastoral care program as a curriculum feature, key issues in government policies relating to diversity, equality and disability. Pre-service teachers will also examine: inter-professional collaboration between teachers, social welfare and integration colleagues; special interest workshops: within the framework of the common program, for each curriculum field in the secondary school; curriculum features and demands of each learning field; current education policies, curriculum documents and related support materials; examples of current successful curriculum practice in secondary schools; planning and implementing the teaching program in the specific learning areas; setting up the classroom for successful learning including safety issues where appropriate; fostering a positive relationship between assessment strategies, and 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 Outcomes On successful completion of this unit, students will be able to: Understand and apply inclusive curriculum planning and teaching which take account of the diversity of students’ abilities and of their social and cultural backgrounds;
• Better understand curriculum, teaching and learning requirements of two secondary curriculum areas, together with the guidelines, procedures and resources available to support the implementation of the curriculum;
• Generate consistent and sustainable classroom management practices whose goal is to engage students in learning;
• Demonstrate familiarity with the forms of, and processes for, negotiating individual learning management plans.

Required Reading
Southbank, Victoria. Victorian Curriculum and Assessment Authority, current curriculum policies and documents. In 2005, the Curriculum and Standards Framework (III) was replaced by the Victorian Essential Learning Standards. Victorian Curriculum and Assessment Authority 2004-S, VCE Units 1-4 Study Guides for all relevant learning areas.

**Recommended Reading**


- Department of Education and Training (DET). www.sofweb.vic.edu.au
- Curriculum@Work. www.sofweb.vic.edu.au/cwtw
- DET Middle Years website will be a valuable resource. http://www.sofweb.vic.edu.au/mys/index.htm

**Class Contact**

Thirty-six hours in lectures and workshops.

**Assessment Task 1**: Semester one Common Assessment Task 50%. This task is connected to the Common Assessment Task for the Praxis Inquiry unit of study being undertaken in the same semester. Professional exposition: Responding to diversity. In this task pre-service teachers will use their portfolio to demonstrate understanding of their experiences teaching in their Project Partnership setting, with the emphasis on reflecting how their collaboration in a professional team in curriculum planning and teaching practice has supported student learning (2000 words equivalent).

**Assessment Task 2**: Curriculum Project-Specific Learning Area one 25%. Curriculum Project in which pre-service teachers will report the development of curriculum understanding and practice in a specific learning area, prompted by experiences in secondary Project Partnership settings. Assessment Task 3: Curriculum Project-Specific Learning Area 2 25%. Curriculum Project in which pre-service teachers will report the development of curriculum understanding and practice in a specific learning area, prompted by experiences in secondary Project Partnership settings.

**AEB2352 ORIENTATION TO PRIMARY SCHOOLS**

**Campus**: Melton.

**Prerequisite(s)** Nil

**Content** Partnership experience is the context for this unit of study. Pre-service teachers will bring their deep knowledge of early childhood as they are introduced to the primary school setting, gaining knowledge of VELS and how it relates to the developmental, learning and educational needs of children in a primary school.

- Learning Outcomes
  - On successful completion of this unit, students are expected to be able to: Demonstrate familiarity with the primary school setting;
  - Understand VELS and how it matches developmental needs, identified in early childhood;
  - Demonstrate familiarity with school focused policies and programs;
  - Understand the structure and functions of the Department of Education;
  - Demonstrate a working knowledge of the role of the Victorian Institute of Teaching.

**Required Reading**


**Recommended Reading**


**Class Contact**

Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials.

**Assessment**

Common Assessment Task 60%. The Common Assessment Task is a Professional Exposition: Acting Professionally and Understanding the Primary School Curriculum and Procedures. In this task pre-service teachers document their practice in Project Partnerships with accompanying reflective annotations and commentary. They demonstrate understanding of their experiences in 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. Reporting the integration of ICT in supporting learning is an essential requirement (1500 words equivalent). Professional Development Action Plan 40%. Pre-service teachers will apply the findings of the review of teaching in this orientation in planning a personal professional development program in preparation for extended teaching practice in primary schools (1500 words equivalent). Project Partnership Report (ungraded). Satisfactory progress reported by Project Partnership mentor teacher.

Placement: Fifteen partnership days in primary schools.

**AEB3268 PRACTICE IN PARTNERSHIP 1 (EC 3-6 YEARS)**

**Campus**: Melton.

**Prerequisite(s)**

AEB2110 Teachers Knowing Students as corequisite or prerequisite.

**Content**

This Praxis Inquiry unit of study provides an opportunity for pre-service teachers to work with mentor teachers in kindergartens to experience and investigate the systematic processes by which teachers work together to engage students in learning. It also provides an opportunity for pre-service teachers to commence the final stage of their preparation to enter the early childhood teacher profession by orienting themselves to the practices of the activist reflective practitioner. With a focus on the changing nature of education, learning, curriculum, early childhood services and teaching, they will systematically explore how teachers can express commitment to social justice in education as they take responsibility for student learning during their third year Project Partnership.

- Learning Outcomes
  - On successful completion of this unit, students are expected to be able to: Explain the nature of communication in professional collaboration, especially through the development of professional discourses of inquiry and teacher professional development;
  - Demonstrate the use of a range of approaches to reflect on, and improve practice, especially in ongoing planning and evaluation;
  - Develop a professional educational and child learning philosophy which will inform their practice as they enter the profession;
  - Demonstrate a successful relationship, based on a professional discourse about teaching and learning, with a mentor teacher;
  - Take full responsibility for the planning and implementation of programs for whole group/groups of 4-5 year old children in extended practice;
  - Demonstrate, to the satisfaction of the assigned mentor teacher(s) and university colleague(s), a readiness to teach;
  - Meet the professional requirements of the beginning teacher as indicated by Early Childhood Australia.

**Required Reading**


**Recommended Reading**

AEB3285 INCLUSIVE PRACTICE IN EDUCATION

Campus: Melton.
Prerequisite(s): AEB2265 Science, Environment and Society as corequisite or prerequisite.

Content: This unit of study aims to provide pre-service teachers with the ability to investigate the principles and practices of curriculum and pedagogy which address issues of diversity, equality and disability through inclusive and integrated approaches to teaching, learning and assessment. Use of the Praxis Inquiry Protocol will encourage pre-service teachers to relate their developing child development and curriculum knowledge to specific practical challenges in teaching in their Project Partnerships. A particular emphasis of the Year 3 curriculum and pedagogy units of study will be to extend pre-service teachers’ focus on early childhood and classroom teaching and learning to the broader organisational question of the way in which schools can take account of the personal, cultural and social conditions of education to include all students in learning.

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
1. Understand and apply inclusive curriculum planning and teaching which take account of the diversity of children/students’ abilities and of their social and cultural backgrounds;
2. Understand the developmental, curriculum and teaching and learning requirements of 0-12 year old children, together with the guidelines, procedures and resources available to support the implementation of the curriculum;
3. Generate consistent and sustainable early childhood service and classroom management practices whose goal is to engage students in learning;
4. Demonstrate familiarity with the form of, and processes for, negotiating individual learning management plans.

Required Reading:

Recommended Reading:

Class Contact: Project Partnerships: 20 days (20 days supervised teaching practice).
University participation: 12 hours comprising eight hours in university lectures and workshops, four hours in online discussion.
Assessment: Professional portfolio 100%.
- The graduating early childhood teacher will be required to present a formal professional portfolio which demonstrates readiness to join the early childhood teaching profession and documents the professional contributions the graduating teacher has made to the early childhood service, program and colleagues. The professional portfolio will need to show that the graduating teacher has applied ICT in support of child learning (2000 words equivalent).
- Principles for inclusive practice (Ungraded). An inquiry into the range of strategies and outcomes, for individuals and groups, trialled during Project Partnership (1000 words equivalent).
- Review of Inquiry (Ungraded). Mid-semester presentation of observations about the trialling of teaching strategies (1000 words equivalent).
- Project Partnership Report (Ungraded).
- Satisfactory progress reported by Project Partnership mentor teacher.

Placement: Project Partnerships: 20 days (20 days supervised teaching practice).

AEB4010 PHYSICAL EDUCATION, HEALTH AND COMMUNITY

Campus: Footscray Park and Melton.
Prerequisite(s): Nil.

Content: This unit of study will provide the context for an investigation into knowledge required and curriculum for teaching in the area of health and physical education. Topics will include the need to enhance the health status and physical and outdoor activity levels of young people; educational issues which take into account sociocultural issues and community health needs and practices; the application of the CSF to authentic teaching practice; and partnerships which focus on programs that can respond to the health needs of the community. The development of school curriculum documents will be considered. Connections between PE and health issues related to gender, cultural and economic diversity, ethnicity and Australia’s Indigenous population, will be investigated.

Required Reading:

Class Contact:
- Four hours per week, or equivalent, in lectures and workshops and 15 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.

AEB4110 CHANGE AND SOCIAL JUSTICE

Campus: Footscray Park, St Albans, Melton and Sunbury.
Prerequisite(s): AEB3110 Responding to Student Diversity as corequisite 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 order to demonstrate that they are able to act individually and collaboratively as reflective practitioners, pre-service teachers will ask: How do I take responsibility for student learning? What areas of competence do I need to work on if I am to become an active, reflective practitioner? They will: recognise how schools and teachers can encourage students to be engaged with, and to work for, the improvement of their own communities; work with mentor teachers to generate sustainable and effective approaches to the documentation of professional practice; investigate the professional knowledge, practice and engagement from the standpoint of education for a socially just society; work with mentor teachers, Year 4 colleagues and university colleagues to generate a personal educational philosophy which will inform their practice as they enter the profession; demonstrate to their mentor teachers that they are ready to accept the responsibility for working with a whole class of student groups in extended practice.

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
- Develop a personal education philosophy that will inform their practice as they enter the profession;
• Demonstrate a successful relationship, based on a professional discourse about teaching and learning, with a mentor teacher;
• Take greater responsibility for working with a whole class of students in extended practice in semester two;
• Demonstrate the use of a range of approaches used by the competent professional teacher to reflect on, and improve practice, especially in ongoing planning and assessment.

Required Reading


• Victorian Curriculum and Assessment Authority. www.vcaa.vic.edu.au
• Department of Education and Training (DET). www.vfw.edu.au
• Curriculum@Work. www.sofweb.vic.edu.au/catw

Class Contact

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 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 pre-service 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 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 25%. Pre-service 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 (ungraded). Satisfactory progress reported by Project Partnership mentor teacher.

Pre-service teachers will apply their developing understanding of those interested in an examination of how schools and teachers generate curriculum innovations which engage students in learning through the integration of multiple learning areas and disciplines. Curriculum integration will be exemplified by an inquiry into Indigenous Australia with Civics and Citizenship Education. In addition, the unit of study will expect pre-service teachers to strengthen their overall curriculum understanding and practices by undertaking a self-reflected evaluation and professional development strategy which will be supported by Year 4 colleagues, school mentors and the unit of study lecturers. They will develop literacy and mathematics education in the early and mid years and Civics and Citizenship Education in the curriculum including principles, resources and exemplars. They will be involved in: integrating Indigenous Australian culture and history into the school curriculum; collaborative curriculum innovation; setting up the classroom for authentic inquiry-based learning (eg student groupings; individual/group/whole class activities); negotiating the curriculum; formative and summative assessment strategies, analytical observations and authentic assessment approaches such as student learning portfolios and student self-assessment. ICT software and online resources will be available to support student learning in specific curriculum areas, including the trialling and evaluation of the resources with mentors and school students.

• Learning Outcomes

On successful completion of this unit, students are expected to be able to: Review their personal understanding and the practices of the curriculum, pedagogy and assessment approaches required of the successful graduating teacher;
• Generate a personal commitment to, and understanding of, innovation in education;
• Undertake a successful collaborative curriculum pedagogy innovation project with an explicit social justice intent.

Required Reading


Recommended Reading


AEB4150 CURRICULUM AND INNOVATION

Campus Footscray Park, St Albans, Melton and Sunbury.
Prerequisite(s) AEB33150 Engagement and Pathways as corequisite or prerequisite.
Content The focus of this unit of study is the formation of the school curriculum as the negotiated outcome of personal, cultural and social/socioeconomic interests.

Pre-service teachers will apply their developing understanding of those interested in an examination of how schools and teachers generate curriculum innovations which engage students in learning through the integration of multiple learning areas and disciplines. Curriculum integration will be exemplified by an inquiry into Indigenous Australia with Civics and Citizenship Education. In addition, the unit of study will expect pre-service teachers to strengthen their overall curriculum understanding and practices by undertaking a self-reflected evaluation and professional development strategy which will be supported by Year 4 colleagues, school mentors and the unit of study lecturers. They will develop literacy and mathematics education in the early and mid years and Civics and Citizenship Education in the curriculum including principles, resources and exemplars. They will be involved in: integrating Indigenous Australian culture and history into the school curriculum; collaborative curriculum innovation; setting up the classroom for authentic inquiry-based learning (eg student groupings; individual/group/whole class activities); negotiating the curriculum; formative and summative assessment strategies, analytical observations and authentic assessment approaches such as student learning portfolios and student self-assessment. ICT software and online resources will be available to support student learning in specific curriculum areas, including the trialling and evaluation of the resources with mentors and school students.

• Learning Outcomes

On successful completion of this unit, students are expected to be able to: Review their personal understanding and the practices of the curriculum, pedagogy and assessment approaches required of the successful graduating teacher;
• Generate a personal commitment to, and understanding of, innovation in education;
• Undertake a successful collaborative curriculum pedagogy innovation project with an explicit social justice intent.

Required Reading


Recommended Reading


AEB4150 CURRICULUM AND INNOVATION

Campus Footscray Park, St Albans, Melton and Sunbury.
Prerequisite(s) AEB33150 Engagement and Pathways as corequisite or prerequisite.
Content The focus of this unit of study is the formation of the school curriculum as the negotiated outcome of personal, cultural and social/socioeconomic interests.
presentation of group curriculum innovation within the theme ‘Indigenous Australia and Civics and Citizenship Education’ (1500 words) 50%.

AEB4160 SCHOOL EXPERIENCE 7 (FULL-TIME)
Campus Footscray Park and Melton.
Prerequisite(s) Nil.
Content This unit of study aims to: recognise that the focus of curriculum change is the relationship between teacher and children in the classroom; promote formal and systematic reflection by teachers on their classroom practice; link the theoretical and practical orientations of the Department of Education and its courses with curriculum planning and action by teachers in schools in the western region; provide teachers with the opportunity to base significant curriculum research on the planning, teaching and evaluation of their classroom work; ensure that the theoretical understanding gained from the unit is supported by evidence based on the implementation of curriculum in the classroom in the Action Research project area; provide opportunities for teachers in western region schools to work with staff from the Department of Education on curriculum research projects.
Required Reading To be advised by lecturer.
Class Contact Full-time program: 20 days per semester (or equivalent) in the integrated interdisciplinary Action Research project. Part-Time program: 10 days per semester (or equivalent) in the integrated interdisciplinary Action Research project.
Assessment Attendance and participation 50%; Journal 50%. All components of assessment must be completed satisfactorily to pass the unit of study.

AEB4169 MATHEMATICS AND NUMERACY IN PRIMARY
Campus Melton.
Prerequisite(s) Nil.
Content This unit of study aims to assist pre-service teachers to develop their knowledge and understanding of the development of children’s numeracy and mathematical understandings and skills and an ability to plan effectively to fully develop children’s learning of mathematics. The unit aims to link the learning and development of mathematics and numeracy in early childhood programs to the curriculum and teaching in primary schools.
• Learning Outcomes On successful completion of this unit, students are expected to be able to: Demonstrate an understanding of the complex link between a child’s life experiences, individual growth, family background and the development of mathematical understanding and skills;
• Analyse and evaluate young children’s literature in relation to its appropriateness for particular literacy teaching/learning processes;
• Understand numeracy and mathematics processes for young children;
• Demonstrate awareness of how technology can be used to support and enhance young children’s numeracy and mathematics development;
• Plan appropriate mathematics teaching, monitoring, recording and evaluation strategies for young mathematics learners;
• Understand and apply principles of learning and how children learn to VELS Mathematics Standards;
• Understand the role of active participation and social interaction with other students through small group work and whole class discussion in mathematics learning;
• Demonstrate skills in communicating mathematics.


AEB4170 ACTION RESEARCH IN EDUCATION 1 (FULL-TIME)
Campus Footscray Park and Melton.
Prerequisite(s) Nil.
Content This unit of study aims to: recognise that the focus of curriculum change is the relationship between teacher and children in the classroom; promote formal and systematic reflection by teachers on their classroom practice; link the theoretical and practical orientations of the Department of Education and its courses with curriculum planning and action by teachers in schools in the western region; provide teachers with the opportunity to base significant curriculum research on the planning, teaching and evaluation of their classroom work; ensure that the theoretical understanding gained from the unit is supported by evidence based on the implementation of curriculum in the classroom in the Action Research project area; provide opportunities for teachers in western region schools to work with staff from the Department of Education on curriculum research projects.
Required Reading To be advised by lecturer.
Class Contact Full-time program: 20 days per semester (or equivalent) in the integrated interdisciplinary Action Research project. Part-Time program: 10 days per semester (or equivalent) in the integrated interdisciplinary Action Research project.
Assessment Attendance and participation 50%; Journal 50%. All components of assessment must be completed satisfactorily to pass the unit of study.

AEB4174 ACTION RESEARCH 1
Campus Footscray Park and Sunbury.
Prerequisite(s) Nil.
Content This unit of study will introduce students to action-based research in youth, education and community-focused settings by their placement in such settings. Students will plan and implement a specific activity based on a literature review and participation in professional practice. The unit will expect students to generate a personal discourse which explains and enhances personal agency in the context of professional and bureaucratic structures. Skills to be developed will include: planning for change; goal and outcomes setting; data collection and interpretation in action research; writing for professional audiences; journal and case writing. The unit of study will encourage students to work together in co-operative groups.
• Learning Outcomes On successful completion of this unit, students will be able to: Understand the importance of being a reflective practitioner;
• Develop evaluation tools for a range of programs and community research;
• Identify and implement a range of research tools;
• Develop a research proposal;
• Use literature in identifying good practice;
• Identify a range of literature useful to professional practice debates.

Class Contact Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop. Students will be expected to be participating in regular professional practice.
Assessment One 3000-word research plan 50%; Maintenance of journal 25%; Workshop presentation of research plan 25%.

AEB4180 CURRICULUM POLICY AND PRACTICE 1 (FULL-TIME)
Campus Footscray Park and Melton.
Prerequisite(s) Nil.
Content This unit of study aims to: recognise that the focus of curriculum change is the relationship between teacher and children in the classroom; promote formal and systematic reflection by teachers on their classroom practice; link the theoretical and practical orientations of the Department of Education and its courses with curriculum planning and action by teachers in schools in the western region; provide teachers with the opportunity to base significant curriculum research on the planning, teaching
and evaluation of their classroom work; ensure that the theoretical understanding gained from the unit is supported by evidence based on the implementation of curriculum in the classroom in the Action Research project area; provide opportunities for teachers in western region schools to work with staff from the Department of Education on curriculum research projects.

Required Reading: To be advised by lecturer.

Class Contact: Full-time program: 20 days per semester (or equivalent) in the integrated interdisciplinary Action Research project. Part-time program: 10 days per semester (or equivalent) in the integrated interdisciplinary Action Research project.

Assessment: Attendance and participation 50%; Journal 50%. All components of assessment must be completed satisfactorily to pass the unit of study.

AEB4181 YOUTH POLICY AND PRACTICE 1

Campus: Footscray Park and Sunbury.

Prerequisite(s): Nil.

Content: This unit of study will be constructed around an inquiry by students into the policy and organisational context of their professional practice, with particular attention given to the application of social theory to questions of social justice and social action. Topics to be examined in relation to youth policy formulation and implementation will include: the organisation of government and non-government organisations, the professional-bureaucratic interface, the emerging professionalism of the youth worker, issues of case management, young people's rights and negotiating with young people.


Class Contact: Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop. Students will be expected to be participating in regular professional practice.

Assessment: Review of policy and procedural documents related to the student's professional practice (2000 words) 50%; Preparation and presentation of 1000 word tutorial paper 50%.

AEB4190 CURRICULUM IN THE PRIMARY SCHOOL 1 (FULL-TIME)

Campus: Footscray Park and Melton.

Prerequisite(s): Nil.

Content: This unit of study 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.

Required Reading: Ministry of Education 1988, The school curriculum and organisation framework: P-12, Schools Division, Melbourne.

Class Contact: Full-time program: 20 hours per week in the integrated interdisciplinary Action Research project. Part-time program: 10 hours per week in the integrated interdisciplinary Action Research project.

Assessment: Report 40%; Journal 30%; Attendance and participation 30%. All components of assessment must be completed satisfactorily to pass the unit of study.

AEB4210 PRACTICE IN PARTNERSHIP

Campus: Footscray Park, Melton and Sunbury.

Prerequisite(s): AEB4110 Change and Social Justice.

Content: In this unit of study pre-service teachers will: undertake an extended and continuous period of teaching in a primary school; take increasing responsibility for the classroom program, as professional competence develops; manage their progress towards professional competence and recognition (in conjunction with the classroom mentor teacher(s), the school partnership co-ordinator and the assigned university colleague); meet regularly with mentors to monitor the developing competence and confidence of the pre-service teacher.

- Learning Outcomes: On successful completion of this unit, students are expected to be able to: demonstrate, to the satisfaction of the assigned mentor teacher(s) and university mentor(s), a readiness to teach;
- meet the professional requirements of the beginning teacher as indicated by the Victorian Institute of Teaching Professional Standards for Full Teacher Registration from learning-focused relationship with students;
- contribute to school and student learning by demonstrating the active and collaborative teacher professionalism expected of a graduating teacher.

Required Reading: Victorian Curriculum and Assessment Authority, current curriculum policies and documents. In 2005, the Curriculum and Standards Framework (II) was replaced by the Victorian Essential Learning Standards. Victorian Institute of Teaching 2003, Professional standards for full teacher registration, Victorian Institute of Teaching, Melbourne.


- Department of Education and Training (DET). www.sofweb.vic.edu.au
- Curriculum@Work. www.sofweb.vic.edu.au/catw
- DET Middle Years website will be a valuable resource. http://www.sofweb.vic.edu.au/mys/index.htm

Class Contact: Thirty days of supervised teaching practice and at least one day of additional agreed/negotiated partnership support. Regular meetings between pre-service teacher, mentor teacher and, when possible, university colleague will be essential support for the pre-service teacher.

Assessment: To pass the unit of study the graduating pre-service teacher must be judged as ‘Satisfactory’ in readiness to teach and have at least obtained a pass grade in the Professional Portfolio component. The grade for the unit of study will be that awarded to the Professional Portfolio on the condition that the pre-service teacher has been judged as ‘Satisfactory’ in readiness to teach. Professional Portfolio 100%. 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 (ungraded). Mentor teacher(s), in negotiation with school partnership co-ordinator and university colleague, assesses the practice of the pre-service teacher. The pre-service teacher should participate in these negotiations.

AEB4211 JOINING THE PROFESSION

Campus: Footscray Park, St Albans, Melton and Sunbury.

Prerequisite(s): AEB4110 Change and Social Justice.

Content: This 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 pre-service 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 eg writing convincing applications for teaching positions, preparing for selection interviews and applying for registration.

- Learning Outcomes On successful completion of this unit, students will be able to: Complete and present a comprehensive professional portfolio containing a personal educational philosophy, a succinct record of teaching and accompanying annotations and reflective commentaries, within the Victorian Institute of Teaching Professional Standards for Full Teacher Registration;
- Articulate a personal definition of active and collaborative teacher professionalism containing a personal and social commitment to students and the enhancement of education;
- Prepare a convincing application for relevant teaching in educational settings;
- Demonstrate readiness to participate confidently in interviews and similar teaching position selection procedures.

Required Reading Victorian Institute of Curriculum and Assessment Authority, current curriculum policies and documents. In 2005, the Curriculum and Standards Framework (T) was replaced by the Victorian Essential Learning Standards: Victorian Institute of Teaching 2003, Professional standards for full teacher registration, Victorian Institute of Teaching, Melbourne.


AEB4210 JOINING THE TEACHING PROFESSION
Campus: Melton.
Prerequisite(s): AEB4110 Change and Social Justice.
Content: This unit of study is the culmination of the Bachelor of Education for Year 4 graduating teachers. It will be workshop-based and enable Year 4 pre-service teachers to work with colleagues, principals, centre directors, other school and early childhood service leaders, both early childhood and primary teachers in completing graduation requirements.
- Learning Outcomes On successful completion of this unit, students are expected to be able to:
  - Complete and present a comprehensive professional portfolio containing a personal educational philosophy, a succinct record of teaching and accompanying annotations and reflective commentaries, within both the Victorian Institute of Teaching Professional Standards for Full Teacher Registration and the Graduate Teacher level of the Pre-School Teacher Validation Process guidelines;
  - Articulate a personal definition of active and collaborative teacher professionalism containing a personal and social commitment to students and the enhancement of education;
  - Prepare a convincing application for relevant teaching in educational settings;
  - Demonstrate readiness to participate confidently in interviews and similar teaching position selection procedures.


Class Contact Two hours or equivalent per week comprising one one-hour lecture and one hour of workshops/tutorials/centre visits.

Assessment: Professional portfolio 100%. The graduating teacher will be required to present a formal professional portfolio which demonstrates readiness to join the teaching profession and documents the professional contributions the graduating teacher has made to the school and school colleagues. The professional portfolio will need to show that the graduating teacher has applied ICT in support of student learning (3000 words equivalent).

AEB4215 PRACTICE IN PARTNERSHIP (VET-SECONDARY TEACHING)
Campus: All campuses on which the Bachelor of Education is taught.

Prerequisite(s): AEB4110 Change and Social Justice.

Content: In this unit of study, extended participation in a partnership setting will provide graduating teachers with the opportunity to strengthen personal understanding and teaching and to show that they have acquired the knowledge, understanding and practical competence needed to join the teaching profession.
- Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate, to the satisfaction of the assigned mentor teacher(s) and university mentor(s), their readiness to teach;
  - Meet the professional requirements of the beginning teacher as indicated by the Victorian Institute of Teaching Professional Standards for Full Teacher Registration;
  - Form learning-focused relationships with students;
  - Contribute to the school and student learning by demonstrating the active and collaborative teacher professionalism expected of the graduating teacher.

Recommended Reading To be advised by lecturer.
- Websites www.svp.wen.vic.edu.au/curric/index.htmCurriculum@Work
  - http://www.scienceindschools.org

Class Contact Thirty days of supervised teaching practice and at least one day of additional agreed/negotiated partnership support. Regular meetings between pre-service teacher, mentor teacher and when possible, university colleague will be essential support for the pre-service teacher.

Assessment: To pass this unit of study the graduating pre-service teacher must be judged as ‘Satisfactory’ in Readiness to Teach AND have at least obtained a pass grade in the Professional Portfolio component. The grade for the unit of study will be that awarded to the Professional Portfolio on the condition that the pre-service teacher has been just as ‘Satisfactory’ in Readiness to Teach. The graduating teacher will be required to present a formal Professional Portfolio which demonstrates readiness to join the teaching profession and documents the professional contributions the graduating teacher has made to the school and school colleagues.

AEB4250 PROFESSIONAL ORIENTATION
Campus: Footscray Park, St Albans, Melton and Sunbury.
Prerequisite(s): AEB4150 Curriculum and Innovation.

Content: This unit of study will give pre-service 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 pre-service teachers are aware of the organisational and legal conditions of teachers’ work in forming relationships with and teaching students; planning and managing curriculum and pedagogy; working with colleagues including the school leadership team. Issues to be covered 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; mandatory reporting; the role of professional associations and teacher
unions; school-community relationships; employment and promotion in schools and education systems; the role of the Victorian Institute of Teaching and the application of the Institute’s Standards of Teaching; teacher professional development and equity-based school change eg through the development of school priorities; the professional portfolio as a means of recording practice and the attainment of professional standards as the starting point for developing a personal professional development strategy; and-service teachers will examine these issues using two general approaches: by participation in professional conversations with mentors in their Project Partnership schools; and by attendance at formally-organised workshops and seminars at university where advice will be provided by external colleagues (including school principals, school system officers, teacher union officers) with expertise in particular fields.

- Learning Outcomes
  On successful completion of this unit, students will be able to: Complete and present a comprehensive professional portfolio containing a personal educational philosophy, a succinct record of teaching and accompanying annotations and reflective commentaries, within the Victorian Institute of Teaching Professional Standards for Full Teacher Registration; Explain, for example in an interview for employment, their understanding of the legal and organisational responsibilities required of the beginning teacher; Confidently articulate the understanding of the organisational and systemic conditions of teachers' work needed to make judgements about possible employment situations.

**Required Reading**


**Recommended Reading**


- Websites
  - Thinking/index.htm
  - Department of Education and Training (DET). www.sofweb.vic.edu.au
  - Curriculum@Work. www.sofweb.vic.edu.au/catw
  - DET Middle Years website will be a valuable resource. http://www.sofweb.vic.edu.au/mys/index.htm

**Class Contact**

- Twenty-four hours in lectures and workshops.

**Assessment**

Professional Portfolio 100%. The graduating teacher will be required to present a formal Professional Portfolio which demonstrates readiness to join the teaching profession and documents the professional contributions the graduating teacher has made to the school and school colleagues. (4000 words equivalent).

**AEB4260 SCHOOL EXPERIENCE 8**

**Campus** Footscray Park, Melton and Sunbury.

**Prerequisite(s)** Nil.

**Content**

This unit of study aims to: recognise that the focus of curriculum change is the relationship between teacher and children in the classroom; promote formal and systematic reflection by teachers of their classroom practice; link the theoretical and practical orientations of the Department of Education and its courses with curriculum planning and action by teachers in schools in the western region; provide teachers with the opportunity to base significant curriculum research on the planning, teaching and evaluation of their classroom work; ensure that the theoretical understanding gained from the unit is supported by evidence based on the implementation of curriculum in the classroom in the Action Research project area; provide opportunities for teachers in western region schools to work with staff from the Department of Education on curriculum research projects.

**Required Reading**

To be advised by lecturer.

**Class Contact**

Full-time program: 20 days per semester (or equivalent) in the integrated interdisciplinary Action Research project. Part-time program: 10 days per semester (or equivalent) in the integrated interdisciplinary Action Research project.

**Assessment**

Attendance and participation 50%; Journal 50%. All components of assessment must be completed satisfactorily to pass the unit of study.

**AEB4268 PRACTICE IN PARTNERSHIP 2 (ECE 0-6 YEARS)**

**Campus** Melton.

**Prerequisite(s)** Nil.

**Content**

This Praxis Inquiry unit of study provides an opportunity for pre-service teachers to work with mentor teachers in kindergartens to build on the experience of investigating the systematic processes by which teachers work together to engage students in learning. It also provides an opportunity for pre-service teachers to commence the final stage of their preparation to enter the early childhood teacher profession by orienting themselves to the practices of the activist, reflective practitioner. With a focus on the changing nature of education, learning, curriculum, early childhood services and teaching, they will systematically explore how teachers can express commitment to social justice in education as they take responsibility for student learning during their fourth year Project Partnership.

- Learning Outcomes
  - On successful completion of this unit, students are expected to be able to: Explain the nature of communication in professional collaboration, especially through the development of professional discourses of inquiry and teacher professional development; Use a range of approaches to reflect on and improve practice, especially in ongoing planning and evaluation;
  - Explain the nature of communication in professional collaboration, especially through the development of professional discourses of inquiry and teacher professional development;
  - Use a range of approaches to reflect on and improve practice, especially in ongoing planning and evaluation;
  - Refine a personal educational and child learning philosophy which will inform their practice as they enter the profession;
  - Build a successful relationship, based on a professional discourse about teaching and learning, with a mentor teacher;
  - Take full responsibility for the planning and implementation of programs for whole group/groups of 4-5 year old children in extended practice;
  - Demonstrate, to the satisfaction of the assigned mentor teacher (s) and university colleague(s), their readiness to teach;
  - Meet the professional requirements of the beginning teacher as indicated by Early Childhood Australia.

**Required Reading**


**Recommended Reading**


**Class Contact**

- Project Partnerships: 45 days (25 days supervised teaching practice).
- University participation: 12 hours comprising eight hours in university lectures and workshops and four hours in online discussions.

**Assessment**

Professional portfolio 100%. The graduating early childhood teacher will be required to present a formal professional portfolio which demonstrates readiness to join the early childhood teaching profession and documents the professional contributions the graduating teacher has made to the early childhood service, program and colleagues. The professional portfolio will need to show that the graduating teacher has applied ICT in support of child learning. (3000 words equivalent). Project Partnership report (Ungraded). Satisfactory progress reported by Project Partnership mentor teacher.

Placement Project Partnerships: 25 days (25 days supervised teaching practice).

### AEB4270 ACTION RESEARCH IN EDUCATION 2

**Campus** Footscray Park, Melton and Sunbury.

**Prerequisite(s)** Nil.

**Content**

Teachers enrolling in the unit of study will participate in Action Research teams of about 15 students, although the number of students may vary in each team. Each team will select from a range of research projects which are of current interest and are related to the equity and multicultural policies of the Department of Education. The exact nature of each team’s project and the specific content of an individual student’s project will be a matter for negotiation between students and the Department of Education. The aims of the unit is to: provide practising teachers with the opportunity to prepare, implement and evaluate a plan for research in a particular curriculum area; introduce students to the discourse, literature and method of the collaborative Action Research process; develop students’ competence in the formal recording of the progress of research in a particular curriculum area; develop students’ skills in critical reflection of the progress of the collaborative Action Research process 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.

**Required Reading**

- Kemmis, S & McTaggart, R 1982, The action research planner, Deakin University, Geelong.
- Class Contact Full-time program: 20 hours per week in the integrated interdisciplinary Action Research project. Part-time program: 10 hours per week in the integrated interdisciplinary Action Research project.

**Assessment**

- Research plan 40%; Journal 30%; Graduation seminar 30%. All components of assessment must be completed satisfactorily to pass the unit of study.

### AEB4274 ACTION RESEARCH 2

**Campus** Footscray Park.

**Prerequisite(s)** AEB4174 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. Students will be expected to participate in workshops in which they will report on their project findings. Particular attention will be given to the identification of projects’ intended and unintended consequences, including the interactions between structural constraints and democratic action.

- Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate skills and knowledge of the different processes and mechanisms that may be undertaken to develop and formulate youth policy; Better understand how youth policy impacts on young people, youth workers, teachers and service providers in this state; Understand the broader impact of policy in constructing positive outcomes for young people; Consider the role of policy in youth development and its contribution to overall national development; Demonstrate the development of skills and knowledge regarding the theory/s that underpin and involves youth policy; Develop a Policy and Implementation Plan relevant to young people.

**Required Reading**

- Grundy, S 1995, Action research as professional development,
AEB4283 PROFESSIONAL PRACTICE
Campus St Albans.
Prerequisite(s) AEB0061 Action Research.
Corequisite(s) AEB4284 Reflective Practice Seminar.
Content This unit of study aims to strengthen links to workplace learning and in so doing strengthen the Youth Studies course and the ability of students to link theory and practice.
• Learning Outcomes On successful completion of this unit, students will be able to: Apply good practice within the working community;
• Investigate the roles and responsibilities involved in working as a practitioner with young people within communities;
• Understand the requirements of organisation and agency policy in relation to young people;
• Determine good practice in relation to the process of referrals, adequate follow-up, and the requirements of duty of care and legal responsibility.
Class Contact Two hours per week for semester two.
Assessment This unit of study will assist students in developing their portfolio including a Professional Practice statement (1000 words), current resume, a Professional Practice journal that will act as a record of the placement and a reflective activity of skills and knowledge gained.

AEB4290 CURRICULUM IN THE PRIMARY SCHOOL 2
Campus Footscray Park, Melton and Sunbury.
Prerequisite(s) Nil.
Content This unit of study aims to: provide practising teachers with an understanding of 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.
Required Reading Ministry of Education 1988, The school curriculum and organisation framework: P-12, Schools Division, Melbourne.
Class Contact Full-time program: 20 hours per week in the integrated interdisciplinary Action Research project. Part-time program: 10 hours per week in the integrated interdisciplinary Action Research project.
Assessment Report 40%; Journal 30%; Attendance and participation 30%. All components of assessment must be completed satisfactorily to pass the unit.

AEB4630 CURRICULUM STUDIES D (SECONDARY)
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 unit 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 unit of study include the ability to: analyse 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 conclusions in a variety of formats including textual and graphic, and incorporate 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
AEG1003 CURRENT ISSUES IN COMMUNITY ARTS  
Campus Footscray Park.  
Prerequisite(s) Nil.  
Content The first half of this practical unit will involve the demonstration of different arts education processes. This will involve both visits to schools and community groups. There will be study of community arts theory relevant to the work projects being demonstrated involving an in-depth analysis of the process of empowerment.

The second part of the unit will involve students planning and delivering their own arts workshops, working in small groups and concentrating on projects of immediate practical value to their own situations.

Required Reading  

Recommended Reading  

Class Contact Thirty-nine hours for one semester including lectures, workshops or equivalent.

Assessment Written assignment of 4000 words 75%; Oral presentation 25%.

AEG1303 RECENT DEVELOPMENTS IN CURRICULUM  
Campus Footscray Park and Melton.  
Prerequisite(s) Nil.  
Content Students 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 include these new content areas into the curriculum and learning program for their classroom.

Required Reading  
Board of Studies 1995, Curriculum and standards framework, Board of Studies, Carlton.  

Class Contact Eighteen hours of workshops and 21 hours in a school-based independent Action Research project.

Assessment Report of Action Research project (3500 words) 100%.

AEG1310 PORTFOLIO DEVELOPMENT  
Campus Footscray Park, Melton and Sunbury.  
Prerequisite(s) Nil.  
Content This unit explores how to construct a professional portfolio which demonstrates professional action learning and reflects its relationship to the improvement of learning of the learner’s students. It explores the needs and strengths of the practice of the professional educator in terms of teaching, learning, pedagogy and research. It identifies what counts as artefacts of practice and differentiates between artefacts of practice and artefacts as evidence of practice, knowledge and capability. Students will organise a portfolio for effective demonstration of knowledge, practice, capability and improvement as well as provide a critical reflection by making connections between practice and research. Students will investigate various portfolio forms, including e-portfolios, exhibition, film etc.

Required Reading  

Recommended Reading  

Class Contact Unit is delivered via face-to-face contact over 26 hours. Periodic online delivery will be provided to approved cohorts of students.

Assessment The student will prepare a comprehensive portfolio of professional experience (4000 words or equivalent, ungraded). The assessment of the portfolio will be conducted using two formats in which the student must address the learning outcomes for the unit: Verbal presentation of portfolio of professional practice 50%; and based on a review of relevant research and literature in the field, prepare a written professional statement of practice which includes a referenced reflection on practice that is documented in the portfolio (1000 words) 50%.

AEG1411 ACTION RESEARCH PROJECT  
Campus Footscray Park, Melton and Sunbury.  
Prerequisite(s) Nil.  
Content This unit of study will examine the following topics: Action research in education and training; What is it and why use it?; Planning an Action Research project; paradigms of knowledge and epistemology in Action Research; Axiom Research evaluation of curriculum; Action Research and action learning; traditional research and issues of methodology; planning and conducting an Action Research project; gathering data for Action Research; and ethical issues in Action Research.

Required Reading  

Recommended Reading  

Class Contact Thirty-six hours via flexible delivery.

Assessment The assessment for this unit of study will be negotiated and will include the following tasks: An assignment (2000 words) 40%; A presentation on an Action Research project 20%; An Action Research report (3000 words) 40%.

AEG1501 CURRICULUM  
Campus Footscray Park, Melton and Sunbury.  
Prerequisite(s) Nil.  
Content This unit of study will include: theory and practice of curriculum in education and training; methods for undertaking an inquiry about curriculum; historical, social, political, cultural and economic conceptualisation of curriculum; models of curriculum; adult and individual learning processes and patterns that influence curriculum development; factors that can make curriculum flexible and responsive to the experiences of learners; critique of the values informing curriculum development; intended and actual curriculum; curriculum perspectives on technology and learning processes; strategies for engagement in collaborative curriculum development processes; methods for the critique of curriculum and competency frameworks; evaluation of resources for active participation by teachers, students and parents in curriculum review and development processes; strategies for facilitation and leadership in curriculum action at the personal, professional, school, community and institutional levels.

• Learning Outcomes On successful completion of this unit, students will be able to: Analyse the historical, social, political and economic factors influencing curriculum conceptualisation in a range of cultural contexts;  
• Relate learning theories, principles and practices to curriculum;
AEG1504 INNOVATION
Campus Footscray Park, Melton and Sunbury.
Prerequisite(s) Nil

Content This unit of study focuses on innovation and planned change at individual, enterprise and societal levels with a specific emphasis on education in various learning settings, including the workplace and community. It examines values underlying particular innovations and models and strategies for developing, promoting, disseminating and implementing change and factors affecting adoption and institutionalisation. ‘Innovation’ is synonymous with change and how people and organisations address change will be incorporated into the study. The unit of study will include: the purposes and goals of innovation; theories that inform a culture of innovation; values underpinning change; change and innovation at individual, local, organisational, local and global levels; strategies for developing innovative education and training practices; professional development models for transformation; strategies for delivering communities of inquiry and professional learning teams; case studies of innovation in community learning settings, workplaces and educational and training institutions.


Class Contact Unit is delivered via face-to-face contact over 36 hours. Periodic online delivery will be provided to approved cohorts of students.

Assessment The assessment for this unit of study will be negotiated with the 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%; Presentation of an innovation (1000 words) 20%.

AEG1651 NEW LEARNING
Campus Footscray Park and Sunbury.
Prerequisite(s) AEG1652 Social Context of Teaching and 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, multi-literacies, lifelong learning, new technologies (podding, bloggosphere, smart mobs, network learning and virtual learning environments) and emergent sociocultural practices.

- Learning Outcomes On successful completion of this unit, students will be able to: Explain contemporary theories and practices of new learning;
  - Critically discuss new learning and its impact on the curriculum and pedagogical practices in Australian schools;
  - Introduce elements of new learning, where appropriate, into their practice;
  - Communicate effectively using academic and professional protocols and standards.


AEG1652 SOCIAL CONTEXT OF TEACHING AND LEARNING

Campus Footscray Park and Sunbury.
Prerequisite(s) Nil.

Content: This unit of study is designed to reflect the objectives of the overall course which is ‘Designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession.’ This unit will analyse the premise that schools do not exist in isolation from the society which surrounds them and that they are part of a complex ecological system. During the semester we will examine the social, cultural, economic and political trends which impact upon schooling and which contribute to its complexity.


Class Contact: Three hours per week.
Assessment: Group Task — poster/website 40%; Essay (1500 words) 30%; Project report (1500 words) 30%.

AEG1653 APPROACHES TO TEACHING AND LEARNING 1

Campus Footscray Park and Sunbury.
Prerequisite(s) Nil.

Content: This unit of study is designed to blend with and supplement the knowledge and skills provided in other core and discipline studies studied in the Graduate Diploma in Secondary Education in order to help beginning teachers effectively plan curriculum and manage its implementation. The unit will focus on aspects of learning theory related to lesson planning and implementation; classroom management strategies, including a variety of discipline and pedagogical skills; issues related to assessment methods; legal and safety aspects of teaching; and student welfare issues. The central focus in this unit is on learning: what is it that creates an effective learning environment that is inclusive of all students? And how do we evaluate whether this has been achieved?

Assessment: Group Task – Poster/website 40%; Essay (1500 words) 30%; Project report (1500 words) 30%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG1660 TEACHING CREATIVITY AND THE ARTS 1

Campus Footscray Park.
Prerequisite(s) Major study in relevant area of Studio Arts, Sub-major in Drama, Dance or Media Studies.

Content: This is a method designed for students who have met VETI requirements for Visual Arts, Drama, Dance and/or Media Studies. The unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies, the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon, and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques
in curriculum planning, materials development and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting; the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment.

- Learning Outcomes On successful completion of this unit, students will be able to: Understand the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAA and the VCE.

**Required Reading** Davis, JH Education as art – art as education, Davis, JH 2005, Framing education as art: the octopus has a good day, Teachers College Press, New York.


**Recommended Reading** VCAA 2006, Victorian Essential Learning Standards, Melbourne.

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

**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 artefacts) (ungraded).

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**AEG1662 TEACHING BUSINESS 1**

**Campus** Footscray Park.

**Prerequisite(s)** Two undergraduate sub-majors in Business Studies (see VIT guide to specialist areas).

**Content** This unit will provide pre-service teachers with a sound understanding of the knowledge and concepts required for teaching in this discipline area. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies, the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping; the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study.

**Recommended Reading** VCAA 2007, VCE Business Management study design, Melbourne.

**Required Reading** VCAA 2006, Victorian Essential Learning Standards, Melbourne.

**Class Contact** Three 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 artefacts) (ungraded).

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**AEG1663 TEACHING BUSINESS 2**

**Campus** Footscray Park.

**Prerequisite(s)** AEG1662 Teaching Business 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 reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies, the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio.

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will also cover the following: techniques of teaching and classroom management, including inquiry approaches; small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance; the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Learning Outcomes On successful completion of this unit, students will be able to: Understand the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.

Required Reading VCAA 2007, VCE Business Management study design, Melbourne.

Recommended Reading VCA 2006, Victorian Essential Learning Standards, Melbourne.

Class Contact Three 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 artefacts) (ungraded).

AEG1664 TEACHING PSYCHOLOGY 1

Campus Footscray Park.

Prerequisite(s) Undergraduate sub-major in Psychology.

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 reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit of study will also cover the following: techniques of teaching and classroom management, including inquiry approaches; small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Learning Outcomes On successful completion of this unit, students will be able to: Understand the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.


Recommended Reading VCAA, 2007, VCE Psychology study design, available online (http://www.vcaa.vic.edu.au/vce/studies/psychology/psychologysd.pdf)

Class Contact Three hours per week for one semester.

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 artefacts) (ungraded).

AEG1666 TEACHING OUTDOOR EDUCATION 1

Campus Footscray Park.

Prerequisite(s) One year of study in Outdoor Education which includes Environmental Studies and outdoor recreational activities. A current first aid certificate (Emergency First Aid Level 2) is required.

Content This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches; small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment.

Learning Outcomes On successful completion of this unit, students will be able to: Understand the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.


Class Contact Three hours per week for one semester.

Assessment 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 artefacts) (ungraded).
AEG1667 TEACHING OUTDOOR EDUCATION 2
Campus: Footscray Park.
Prerequisite(s): Teaching Outdoor Education 1.
Content: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment.

- Learning Outcomes: On successful completion of this unit, students will be able to: Understand the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.

Required Reading:

Class Contact: Three hours per week for one semester.
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 artefacts) (ungraded).

AEG1669 TEACHING COMPUTING 1
Campus: Footscray Park and Sunbury.
Prerequisite(s): Nil.
Content: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

- Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
- Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
- Reflect, evaluate and improve their knowledge and practice in the discipline.


Recommended Reading:

Class Contact: Three 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 artefacts) (ungraded).

AEG1671 TEACHING COMPUTING 2
Campus: Footscray Park and Sunbury.
Prerequisite(s): Teaching Computing 1.
Content: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

- Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
- Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
- Reflect, evaluate and improve their knowledge and practice in the discipline.


Recommended Reading:

Class Contact: Three 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 artefacts) (ungraded).

AEG1672 TEACHING ENGLISH 1
Campus: Footscray Park and Sunbury.
Prerequisite(s): Nil.

- Reflect, evaluate and improve their knowledge and practice in the discipline.


Recommended Reading:

Class Contact: Three 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 artefacts) (ungraded).
Content
This unit of study will cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFI, Essential Learning Standards, VCAL and the VCE.

Learning Outcomes
On successful completion of this unit, students will be able to:
- Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
- Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
- Reflect, evaluate and improve their knowledge and practice in the discipline.

Required Reading

Recommended Reading

Class Contact
Three 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 artefacts) (ungraded).

AEG1673 TEACHING ENGLISH 2

Campus Footscray Park and Sunbury.

Prerequisite(s)
AEG1672 Teaching English 1.

Content
This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFI, Essential Learning Standards, VCAL and the VCE.

Learning Outcomes
On successful completion of this unit, students will be able to:
- Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
- Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
- Reflect, evaluate and improve their knowledge and practice in the discipline.

Required Reading

Recommended Reading

Class Contact
Three 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 artefacts) (ungraded).

AEG1674 TEACHING ENGLISH AS A SECOND LANGUAGE 1

Campus Footscray Park.

Prerequisite(s)
AEG1672 Teaching English 1.

Content
This unit provides an introduction to second language teaching methodology to pre-service teachers. An historical overview of the development of methods and approaches to Teaching English as a Second Language (TESL), together with a study of the nature of language is followed by an examination of current research and its implications for the teaching of speaking, listening, reading and writing in the second language classroom. Learner variables and cultural factors which impinge on learning and communication are analysed, while integration of the four macro-skills with grammar, vocabulary and non-verbal communication is discussed.

Learning Outcomes
On successful completion of this unit, students will be expected to be able to:
- Describe the processes and variables involved in learning English as a second (or additional) language;
- Use their knowledge of the main features of the English language (syntax, pragmatics, morphology, phonology, lexis, semantics) to teach ESL;
- Analyse and meet ESL learners’ needs;
- Read, understand and relate current research of ESL to the teaching of ESL.

Required Reading

Recommended Reading

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

Assessment
Option A: Mentoring an ESL learner or learners plus a 15-20 minute presentation of the evaluation of this mentoring with a 1000-word report of the mentoring 80%; Class-based tasks and home-based activities 20% OR
Option B: One written research-based assignment of 2000 words 80%; Class-based tasks and home-based activities 20% OR
Option C: One written research-based assignment of 2000 words plus one negotiated language-related and research-based task equivalent to 2000 words 80%; Class-based tasks and home-based activities 20%.

AEG1675 TEACHING ENGLISH AS A SECOND LANGUAGE 2

Campus Footscray Park.

Prerequisite(s)
AEG1674 TESL Methodology.

Content
This unit is a continuation of the TESL Methodology (AEG1674) unit which provides an introduction to second language teaching methodology to pre-service teachers. This second unit of TESL Methodology focuses on language needs analyses, the assessment of communicative competence and language proficiency, language testing, second language acquisition theory and research, language teachers as researchers, continuous evaluation practices, action research for classroom-based language teachers, the politics of language teaching and language teaching curriculum renewal.

Learning Outcomes
On successful completion of this unit, students are expected to be able to:
- Understand the socio-cultural context of TESL in Australia, particularly in secondary school settings;
- Use knowledge of the institutional contexts of TESL, in particular the role
of TESL teachers, to function as a TESL professional in a range of language learning environments;

- Analyse and meet ESL learners’ needs;
- Read, understand and relate current research of ESL to the teaching of ESL.


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

Assessment Option A: Mentoring an ESL learner or learners plus a 15–20 minute presentation of the evaluation of this mentoring with a 1000-word report of the mentoring 80%; Class-based tasks and home-based activities 20% OR Option B: One written research-based assignment of 2000 words 80%; Class-based tasks and home-based activities 20% OR Option C: One written research-based assignment of 2000 words plus one negotiated language related and research-based task equivalent to 2000 words 80%; Class-based tasks and home-based activities 20%.

AEG1676 TEACHING LANGUAGES OTHER THAN ENGLISH 1

Campus: Footscray Park.
Prerequisite(s): Nil.

Content Teaching LOTE 1 will help pre-service teachers to develop an understanding of the following: the rationale for LOTE teaching and learning; theories of language acquisition; methods and approaches in language teaching; developing and integrating language macro-skills in the LOTE classroom; pronunciation, speaking and listening; reading, writing and teaching vocabulary and grammar. This unit will provide pre-service teachers with a sound understanding of the construction of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, teaching, 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 outcomes and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFI, Essential Learning Standards, VCAL and the VCE.

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

- Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
- Plan and assess for effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
- Reflect, evaluate and improve their knowledge and practice in the discipline.


Class Contact Three hours per week.

Assessment 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 artefacts) (ungraded).

AEG1677 TEACHING LANGUAGES OTHER THAN ENGLISH 2

Campus: Footscray Park.
Prerequisite(s) AEG1676 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 and listening; reading, writing and teaching vocabulary and grammar. This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, teaching, 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 outcomes and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFI, Essential Learning Standards, VCAL and the VCE.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
  - Plan and assess for effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
  - Reflect, evaluate and improve their knowledge and practice in the discipline.


Class Contact Three hours per week.

Assessment 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 artefacts) (ungraded).

AEG1678 TEACHING MATHEMATICS 1

Campus: Footscray Park and Sunbury.
Prerequisite(s) Nil.

Content Through engagement with materials and interactions with colleagues in this unit of study and through work in schools during the partnership, pre-service teachers will learn how students learn mathematics, and the theory and practice of teaching mathematics. Specifically during the semester pre-service teachers will examine and develop an understanding of how students in secondary (and primary) schools learn mathematics; they will also develop an understanding of mathematics curriculum,
teaching and learning in secondary schools and the guidelines and resources available to support the implementation of mathematics curriculum. Teaching Mathematics 1 will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. Teaching Mathematics 1 reflects the objectives of the overall course, which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFI, Essential Learning Standards, VCAI and the VCE.

- Learning Outcomes
  - On successful completion of this unit, students will be able to:
    - Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
    - Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
    - Reflect, evaluate and improve their knowledge and practice in the discipline.

**Required Reading**


**Recommended Reading**


**Class Contact**

Three hours per week for one semester.

**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 artefacts) (ungraded).

**AEG1679 TEACHING MATHEMATICS 2**

**Campus**

Footscray Park and Sunbury.

**Prerequisite(s)**

AEG1678 Teaching Mathematics 1.

**Content**

Through engagement with materials and interactions with colleagues in this unit of study and through work in schools during the partnership, pre-service teachers will learn about how students learn mathematics, and the theory and practice of teaching mathematics. Specifically during the semester pre-service teachers will examine and develop an understanding of how students in secondary (and primary) schools learn mathematics; they also develop an understanding of mathematics curriculum, teaching and learning in secondary schools and the guidelines and resources available to support the implementation of mathematics curriculum.

Teaching Mathematics 2 will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. Teaching Mathematics 2 reflects the objectives of the overall course, which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFI, Essential Learning Standards, VCAI and the VCE.

- Learning Outcomes
  - On successful completion of this unit, students will be able to:
    - Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
    - Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
    - Reflect, evaluate and improve their knowledge and practice in the discipline.

**Required Reading**


**Recommended Reading**


**Class Contact**

Three 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 artefacts) (ungraded).

**AEG1680 TEACHING PHYSICAL EDUCATION 1**

**Campus**

Footscray Park and Sunbury.

**Prerequisite(s)**

Nil.

**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 reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFI, Essential Learning Standards, VCAI and the VCE.
reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
- Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
- Reflect, evaluate and improve their knowledge and practice in the discipline.


- Websites www.archpep.com.au
- www.brightfutures.org/physicalactivity

Class Contact Three 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 artefacts) (ungraded).

AEG1682 TEACHING SCIENCE 1
Campus Footscray Park and Sunbury.
Prerequisite(s) Nil.

Content This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
- Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
- Reflect, evaluate and improve their knowledge and practice in the discipline.


Class Contact Three hours per week for one semester.

Assessment 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 artefacts) (ungraded).

AEG1683 TEACHING SCIENCE 2
Campus Footscray Park and Sunbury.
Prerequisite(s) AEG1682 Teaching Science 1.

Content This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
- Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
- Reflect, evaluate and improve their knowledge and practice in the discipline.

reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, inquiry approaches for full registration approval, Victorian Institute of Teaching, Melbourne, accessed 15 March 2005, http://www.vit.vic.edu.au/pdfs/Standards.pdf). VCAA 2002, Where to now?: guide to the VCE, VACL and apprenticeships and traineeships for 2003, Victorian Curriculum and Assessment Authority, East Melbourne, Victoria. VCAA 2003, VCE and VACL administrative handbook, Victorian Curriculum and Assessment Authority, East Melbourne, Victoria.


Class Contact Three 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 artefacts) (ungraded).

AEG1686 TEACHING TECHNOLOGY 1

Campus Footscray Park.

Prerequisite(s) Nil.

Content This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. For example, pre-service teachers will examine the themes of information, materials and systems. Teaching Technology Studies 1 reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, 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 establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VACL and the VCE.

Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;

• Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
• Reflect, evaluate and improve their knowledge and practice in the discipline.


Class Contact Three hours per week.

Assessment 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 artefacts) (ungraded).

AEG1686 TEACHING TECHNOLOGY 2

Campus Footscray Park.

Prerequisite(s) AEG1686 Teaching Technology 1.

Content This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. For example, pre-service teachers will examine the themes of information, materials and systems. Teaching Technology 2 reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VACL and the VCE.

Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;

• Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
• Reflect, evaluate and improve their knowledge and practice in the discipline.


Class Contact Three hours per week for one semester.

Assessment 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 artefacts) (ungraded).

AEG1689 EXTENDED DISCIPLINE STUDY 1
Campus Footscray Park and Sunbury.
Prerequisite(s) Nil.
Content Extended Discipline Study 1 offers pre-service teachers in nominated or high demand areas an opportunity to focus on an in-depth study of their discipline. This unit of study is designed as the equivalent of a double teaching method. Extended Discipline Study 1 aims to provide pre-service teachers with an opportunity to build on their discipline study through a program of focused inquiry, problem-based learning, research, curriculum development and practice. This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area.

They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio.

The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFI, Essential Learning Standards, VCAL and the VCE.

Recommended Reading To be advised by lecturer.

Class Contact Three 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 artefacts) (ungraded).

AEG1690 TEACHING VOCATIONAL EDUCATION AND TRAINING 1
Campus Footscray Park and Sunbury.
Prerequisite(s) Nil.
Content This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study.

This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of study will also be reflected upon and will inform the design of the graduating portfolio.

The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study.
study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.
• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
• Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
• Reflect, evaluate and improve their knowledge and practice in the discipline.

**Required Reading** VCVA 2005, Victorian Essential Learning Standards, Victorian Curriculum and Assessment Authority, Melbourne. Three hour per week.

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**AEG1691 TEACHING VOCATIONAL EDUCATION AND TRAINING 2**

**Campus** Footscray Park.

**Prerequisite(s)** AEG1690 Teaching Vocational Education and Training 1.

**Content** This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course, which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
• Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
• Reflect, evaluate and improve their knowledge and practice in the discipline.


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**AEG1692 TEACHING MUSIC 1**

**Campus** Sunbury.

**Prerequisite(s)** Nil.

**Content** This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course, which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.


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**AEG1693 TEACHING MUSIC 2**

**Campus** Sunbury.

**Prerequisite(s)** AEG1692 Teaching Music 1.

**Content** This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course, which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies
the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFI, Essential Learning Standards, VCAL and the VCE.

- **Learning Outcomes** On successful completion of this unit, students will be able to:
  - Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
  - Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
  - Reflect, evaluate and improve their knowledge and practice in the discipline.

**Required Reading**


**Recommended Reading**


**Class Contact**

Three 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 artefacts) (ungraded).

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**AEG1694 Teaching Student Welfare 1**

**Campus** Footscray Park.

**Prerequisite(s)** Nil.

**Content**

This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFI, Essential Learning Standards, VCAL and the VCE.

- **Learning Outcomes** On successful completion of this unit, students will be able to:
  - Demonstrate knowledge of the context in which students learn;
  - Reflect, evaluate and improve their knowledge of the social, political and economic factors impacting on young people in the junior and post-compulsory secondary years of schooling;
  - Better understand the complexity of delivering student welfare in a school through a series of presentations/projects both individual and group which focus on contextualising the role of schooling in our society.

**Required Reading**


**Recommended Reading**


**Class Contact**

Three 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 artefacts) (ungraded).

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**AEG1695 Teaching Student Welfare 2**

**Campus** Footscray Park.

**Prerequisite(s)** AEG1694 Teaching Student Welfare 1.

**Content**

This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFI, Essential Learning Standards, VCAL and the VCE.

- **Learning Outcomes** On successful completion of this unit, students will be able to:
  - Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
  - Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
  - Reflect, evaluate and improve their knowledge of the social, political and economic factors impacting on young people in the junior and post-compulsory secondary years of schooling;

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**SCHOOL OF EDUCATION**

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Developing a positive student welfare policy: compendium of readings, Professional Development Section Education Department Victoria, Melbourne.

Class Contact Three 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 artefacts) (ungraded).

AEG2001 MANAGEMENT OF EXPERIENTIAL LEARNING SITES
Campus Footscray Park.
Prerequisite(s) To be advised.

Content This unit of study will investigate: good organisational practices 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.

- Learning Outcomes On successful completion of this unit, students will be able to: Better understand good practice in relation to the range of organisational policy and processes that are essential when working with high risk communities, including: human resource policies; policy and practice of supervision and debriefing for staff; organisational crisis intervention policies and practice that reflect good practice in relation to prevention, intervention and postvention;
- Manage quality assurance and evaluation of all projects and activities of the agency or organisation that reflect good practice in relation to working with specialist populations;
- Implement sound organisational and management processes in the delivery of specialist intervention programs;
- Demonstrate cognisance of the range of funding strategies that are available for work with specialist populations;
- Understand the political and social imperatives associated with working with specific communities in Specialist intervention programs.

Required Reading To be advised by lecturer.

Class Contact Thirty-nine hours for one semester in lectures and workshops or equivalent.

Assessment Two written assignments the equivalent of 5000 words (graded) and satisfactory participation in practical components.

AEG2002 PROFESSIONAL PRACTICE
Campus Footscray Park.
Prerequisite(s) To be advised.

Content In addition to the professional placement the content of this unit of study will explore a 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.

Required Reading To be advised by lecturer.

Recommended Reading To be advised by lecturer.

Class Contact Professional placement of 20 days and the equivalent of industry seminars of one hour per week.

Assessment Two written assignments totalling 5000 words (graded) and satisfactory participation in professional placement.

AEG2200 TESOL METHODOLOGY
Campus Footscray Park.
Prerequisite(s) Qualified teachers with a recognised degree or diploma of a 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 unit of study provides an introduction to second language teaching methodology and the concept of language proficiency. An historical overview of the development of methods and approaches, together with a study of the nature of language is followed by an examination of current research and its implications for the teaching of speaking, listening, reading and writing in the second language classroom. Learner variables and cultural factors which impinge on communication 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.


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

Assessment Class assignment of 500 words 10%; Class assignment of 1000 words 20%; Written assignment of 1000-2000 words 35%; Written assignment of 1500 words 35%.

AEG2202 PROFESSIONAL PRACTICE: TESOL
Campus Footscray Park.
Prerequisite(s) The completion, or near-completion, of AEG2200 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 unit of study will involve a 22-day placement in a post-primary teaching context under the supervision of a supervising teacher if the student 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 students 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 unit of study, no required reading is recommended as students will be in a variety of settings.


- Websites Dave’s ESL Café. www.eslcafe.com
- Englishtown. www.englishtown.com
- ESLLoop (91 sites). www.tesol.net/elsloop/elsloop.html

Class Contact Twenty-two days.

Assessment A professional practice portfolio of teaching strategies and research activities (5000 words or equivalent) 100%.

AEG2204 LITERACY METHODOLOGY
Campus Footscray Park.
Prerequisite(s) Nil.

Content This unit of study provides an introduction to the theoretical debate surrounding the concept of literacy in Australia and in other societies, and its implication for appropriate curriculum design. Profiles of typical youth and adult literacy students in education and workplace training sites will be developed and consequent learner variables analysed, including the needs of groups with both English speaking and non-English speaking background students. Appropriate teaching practices will then be discussed with due attention paid to a variety of influences over choice and effectiveness of particular strategies that can be used, including reconciliation of: centralised curriculum and accountability priorities, and local specialisation; traditional classroom delivery modes and more recent innovations linked to flexible delivery systems which respond to variation in student purpose and availability; and literacy defined initially as reading and writing then extended to include areas such as numeracy, techno-scientific and visual literacy, or defined more broadly to investigate changes in learning styles brought by new learning technologies. Opportunities will be available for practical experience in online participation within the unit. This experience in turn contributes to understanding ways to develop literacy programs and teaching materials that utilise computer-mediated communication systems.
AEG2205 ADVANCED LITERACY METHODOLOGY

Campus: Footscray Park.

Prerequisite(s): AEG2204 Literacy Methodology or equivalent.

Content: This unit of study offers an extension and enhancement of the knowledge and skills acquired in AEG2204 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, techno-scientific, 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:
  - Walker, J 1997, Key competencies in adult literacy and basic education with adult and community education, Eastern Metropolitan Regional Council of Adult, Community and Further Education, Melbourne.

Assessment:
- Class assignments (1500 words) 30%; Written assignments (3500 words) 70%.

AEG2210 PROFESSIONAL PRACTICE: LITERACY

Campus: Footscray Park.

Prerequisite(s): The completion, or near-completion, of AEG2204 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 unit of study will involve a 22-day placement in a post-primary teaching context under the supervision of a supervising teacher if the student 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 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 students 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 unit, no required reading is recommended as students will be in a variety of settings.

Recommended Reading:

Assessment:
- A professional practice portfolio of teaching strategies and research activities (5000 words or equivalent) 100%.

AEG2221 TECHNIQUES IN TESOL

Campus: Footscray Park.

Prerequisite(s): AEG2200 TESOL Methodology or equivalent.

Content:
- This unit of study offers an extension of and enhancement to 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.

Required Reading:
- Street, BV 1984, Literacy in theory and practice, The Open University Press, US.

Assessment:
- Written assignment of 1000-1500 words 30%; Written assignment of 1500 words 30%; Research project 1500 words 40%.

AEG2417 YOUNG PEOPLE AND SOCIAL POLICY

Campus: Footscray Park.

Prerequisite(s): Nil.

Content:
- This unit of study 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.
  - Learning Outcomes:
    - On successful completion of this unit, students will be able to: Employ a framework for the critical analysis of social policy;
    - Demonstrate knowledge and understanding of youth policy in Australia, and/or their own country;
    - Critically analyse international trends and issues related to youth policy;
    - Understand the implications of policy for professional youth work practice.

Required Reading:
- Kirby, P 2000, Ministerial review of post compulsory education and training pathways in Victoria, Department of Education, Employment


Class Contact Thirty-nine hours for one semester.

Assessment Group presentation giving analysis of a specific area of youth policy 40%; Paper of 3000 words proving a critical and contextual analysis of a specific area of youth policy 60%.

AEG2418 PROFESSIONAL PRACTICE FOR YOUTH DEVELOPMENT

Campus Footscray Park.

Prerequisite(s) Nil.

Content This unit of study 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.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate an awareness of the values of professional youth work including ethics and codes of practice;
- Understand and critically analyse competencies or operational standards of professional youth work;
- Apply tools of practice such as group work and case management;
- Understand and implement the process of reflective practice;
- Practice appropriately in relation to gender, culture, ethnicity and sexual preference.


Class Contact Thirty-nine hours per semester.

Assessment Journal of a period of practice 40%; Reflective paper analysing the student’s practice with young people (4000 words) 60%.

AEG4217 INTRODUCTION TO INTERACTIVE MULTIMEDIA

Campus Footscray Park.

Prerequisite(s) Basic skills in operating a microcomputer and familiarity with Windows 2000 personal computer operating system, internet browsers and Microsoft Office 2000 products including PowerPoint and Word.

Content This unit of study provides an intensive learning experience in theory and practice of multimedia literacy. Students will be introduced to the behaviourist and constructivist approaches to learning, learner control, instructional design, graphics and human interface design.

Required Reading Allesi, SN & Trollop, SR 2001, Multimedia for learning: methods and development, 3rd edn, Allyn and Bacon, Boston.

Class Contact Three hours per week over one semester.

Assessment Multimedia prototype 40%; Class assignment 60%.

AEG4219 CD AND DVD-ROM COURSEWARE PRODUCTION

Campus Footscray Park.

Prerequisite(s) AEG4217 Introduction to Interactive Multimedia or equivalent.

Content This unit of study aims at providing necessary skills and knowledge required for multimedia design and production. Students will be introduced to CD/DVD-ROM based interactive multimedia in education, hardware and software tools required for multimedia production, and the authoring systems. They will undertake an education multimedia project integrating elements of both instructional and interface design. Multimedia standards, resources on the web, copyright issues, and legal considerations in multimedia distribution will be discussed.

Required Reading Allesi, SN & Trollop, SR 2001, Multimedia for learning: methods and development, 3rd edn, Allyn and Bacon, Boston.

Class Contact Three hours per week over one semester.

Assessment Workshop 30%; Project, 70%.

AEG4222 INTERACTIVE WEB DESIGN AND PUBLISHING

Campus Footscray Park.

Prerequisite(s) Nil.

Content Students will learn how to create hypermedia documents in HTML, the formatting language used by the World Wide Web and acquire skills in basic web design with a focus on coding web pages.

Required Reading Software learning notes will be provided by the lecturer.

AEG5001 APPROACHES TO LEARNING
Campus Footscray Park.

Prerequisite(s) Nil.

Content This unit of study will locate individual learning and teaching experiences in broader sociopolitical 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; experimental 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, including opportunities to meet within each others’ workplace and professional settings and to contribute to a joint publication of learning resulting from this unit of study.


Class Contact Unit is delivered via face-to-face contact over 36 hours. Periodic online delivery will be provided to approved cohorts of students.

Assessment Preparation of material for a joint publication of student work (3000 words) 60%; Preparation and implementation of a class activity and the preparation of a ‘case’ which illuminates a particular aspect of that experience (1000 words) 20%; Oral presentation to the class of a current issue in learning and teaching as identified by the student (1000 words) (peer assessed) 20%.

AEG5002 EDUCATIONAL LEADERSHIP
Campus Footscray Park, Melton and 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 follower-ship theory inform practice? What are the key characteristics of informal and formal leadership? What are the roles and capabilities of a leader as a change agent? How does a leader support a ‘leading for learning’ approach in a learning organisation? What are the roles and capabilities of a leader as a change agent? How do leaders use knowledge and experience to inform practice? What are the roles and capabilities of a leader as a change agent? How do leaders use knowledge and experience to inform practice? What are the roles and capabilities of a leader as a change agent? How do leaders use knowledge and experience to inform practice? What are the roles and capabilities of a leader as a change agent? How do leaders use knowledge and experience to inform practice? What are the roles and capabilities of a leader as a change agent? How do leaders use knowledge and experience to inform practice? What are the roles and capabilities of a leader as a change agent? How do leaders use knowledge and experience to inform practice? What are the roles and capabilities of a leader as a change agent? How do leaders use knowledge and experience to inform practice? What are the roles and capabilities of a leader as a change agent? How do leaders use knowledge and experience to inform practice? What are the roles and capabilities of a leader as a change agent? How do leaders use knowledge and experience to inform practice? What are the roles and capabilities of a leader as a change agent? How do leaders use knowledge and experience to inform practice? What are the roles and capabilities of a leader as a change agent? How do leaders use knowledge and experience to inform practice? What are the roles and capabilities of a leader as a change agent? How do leaders use knowledge and experience to inform practice?


Class Contact Unit is delivered via face-to-face contact over 36 hours. Periodic online delivery will be provided to approved cohorts of students.

Assessment Reflection on autobiography or biography of a leader (500 words) 10%; Analysis of formal and informal leadership in an educational organisation (1000 words) 30%; Report on a leadership question or issue (3500 words) 60%.

AEG5004 EXPERIMENTAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY
Campus Footscray Park, Melton and Sunbury.

Prerequisite(s) Nil.

Content Topics in this unit of study will include: the current theories and practice of journey elements and the underpinning philosophies; expedition planning and organisation, group dynamics and facilitation in the outdoors; selection of appropriate program content for the specific clients and environments; selecting and sequencing activities including risk analysis and management; identifying own leadership skills and development of practical skills and experience.

Required Reading Priest, S & Goss, M 1998, Effective leadership in adventure programming, Human Kinetics, USA.


Class Contact Hours thirty-six hours via flexible delivery.

Assessment Reflective journal 30%; Presentation on a negotiated topic 30%; Review of the literature (3000 words) 40%.

AEG5005 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 is essential and will form the basis of a case study investigation in this unit of study.


Topics in this unit of study will include: the current theories and practice of journey elements and the underpinning philosophies; expedition planning and organisation, group dynamics and facilitation in the outdoors; selection of appropriate program content for the specific clients and environments; selecting and sequencing activities including risk analysis and management; identifying own leadership skills and development of practical skills and experience.

Required Reading Priest, S & Goss, M 1998, Effective leadership in adventure programming, Human Kinetics, USA.


Class Contact Hours thirty-six hours via flexible delivery.

Assessment Reflective journal 30%; Presentation on a negotiated topic 30%; Review of the literature (3000 words) 40%.
AEG5006 TRAINING DESIGN AND PRACTICE
Campus Footscray Park, Melton and 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 To be advised.
Willliams, D 2003, Planning, managing and facilitating organisational learning processes; evaluating workplace learning processes utilising action research and case study methodologies.

AEG5007 FACILITATING LEARNING ORGANISATIONS
Campus Footscray Park, Melton and Sunbury.
Prerequisite(s) Nil.
Content This unit of study will include: adult learning theory and individual learning styles, preferences and processes; action learning theory, practice and evaluation; theories of learning organisation, structures, processes and outcomes; managing and facilitating organisational learning processes; managing and facilitating change management processes; reviewing organisational learning policies and practices; communities of practice theories and implementation strategies; evaluating organisational learning processes.
Class Contact Thirty-six 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%.

AEG5008 MENTORING AND COACHING IN THE WORKPLACE
Campus Footscray Park, Melton and Sunbury.
Prerequisite(s) AEG5007 Facilitating Learning Organisations.
Content This unit of study will include: adult learning theory and individual learning styles, preferences and processes; workplace learning theory and practice; human resource management structures, processes and outcomes; theories and practice of mentoring and coaching in workplaces; managing and facilitating mentoring and coaching programs in workplaces; locating funding sources for workplace learning programs and projects; evaluating workplace learning processes utilising action research and case study methodologies.
Whitlam, D 2003, Planning, managing and facilitating organisational learning processes; evaluating workplace learning processes utilising action research and case study methodologies.

AEG5009 ASSESSMENT
Campus Footscray Park, Melton and Sunbury.
Prerequisite(s) Nil.
Content This unit of study provides for the consideration of assessment; what it is, how to carry it out and why do it, in relation to various learning and training settings including the workplace. The relationship between assessment approaches and practices and theories of teaching and learning, including andragogy, are explored. Consideration will be given to the role of assessment within the development of a learning culture and for life-long and life-wide learning. Implications for teachers and trainers in relation to the development and implementation of assessment are discussed. This unit of study will explore: the rationale and debates about assessment; the purposes of assessment; how assessment influences performance; assessment approaches and practices; assessment as a selection tool; recognition of prior learning; design of assessment strategies and tools; the role of the assessor; and on and off the job assessment; and conducting an assessment.
Simons, M, Meyers, D, Harris, R & Blom, K 2003, Implementing innovative approaches to learning and assessment through training packages, NCVER, Adelaide.
drivers and areas for policy development, NCVER, Leabrook, South Australia.  
Class Contact Thirty-six hours via flexible delivery.
Assessment Report of an inquiry into assessment practices and issues in an education and training setting (5000 words) 100%.

**AEG5010 PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY**  
Campus Footscray Park, Melton and Sunbury.  
Prerequisite(s) Nil.  
Content The content of this unit of study will focus on students exploring the issues and practices of operating a professional consultancy practice servicing the education and training sectors. It includes: policies and practices that maximise a successful professional consultancy practice; identifying the needs of the education and/or training client/provider; the elements, design and writing of operational plans; the economic and technological impact on consultancy operations; promotional strategies for professional consultancy operations; the processes of event administration, professional practice networking processes; client services maintenance; and professional practice consultancy teams.

**Required Reading**  
Jackman, A 2004, How to negotiate: the fast route to getting the results you want, Octopus Publishing Group, UK.  

**Recommended Reading**  
Gleeson, K 2004, The personal efficiency program: how to get organised to do more work in less time, 3rd edn, Wiley and Sons, New Jersey.  
Gerson, R 1998, Beyond expertise used, Pfeiffer and Company, Sydney.  
Jackman, A 2004, How to negotiate: the fast route to getting the results you want, Octopus Publishing Group, UK.  

**Class Contact** Thirty-six hours via flexible delivery.
Assessment It is expected that students will independently or collaboratively complete the assessment assignments for this unit of study. They include: an operational plan for a professional consultancy practice in education (2500 words) 50%; A proposal to a client for educational services (2500 words) 50%.

**AEG5011 REFORMING PEDAGOGY**  
Campus Footscray Park, Melton and 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 professional pedagogy; multi-literacies and their impact on teaching and learning; the cultural and social background of learners; age, gender and race sensitive pedagogies; learner responsive pedagogy; theories of learning and their impact on teaching practice; subject specific pedagogies; role and agency of teachers and learners and curriculum structures and frameworks.

**Required Reading**  
Campus Footscray Park, Melton and Sunbury.  
Prerequisite(s) Nil.  
Content This unit of study will provide an introduction to a series of themes around the notions of society, industry and work, leading to an exploration of pathways to careers and effective citizenship. It will critique current policies and programs for career education. Three key areas of career development will form the basis of this unit of study: personal management, learning and work exploration, and career building. Topics for study will include: work readiness, counselling, self-efficacy, vocational testing, labour market trends, career education programs and evaluation frameworks, theories of career development across the life span and career decision-making.

**Assessment** This unit of study will focus on students exploring the issues and practices of operating a professional consultancy practice servicing the education and training sectors. It includes: policies and practices that maximise a successful professional consultancy practice; identifying the needs of the education and/or training client/provider; the elements, design and writing of operational plans; the economic and technological impact on consultancy operations; promotional strategies for professional consultancy operations; the processes of event administration, professional practice networking processes; client services maintenance; and professional practice consultancy teams.

**Recommended Reading**  

**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 unit of study will be used as criteria for assessment. Presentations 30%; Written documentation (4000 words) 70%.

**AEG5012 PROMOTING MATHEMATICS UNDERSTANDING**  
Campus Footscray Park, Melton and 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 relevant to their professional setting (from pre-school to adult and workplace settings). Content will be negotiated with students and may include the following inquiries: promoting mathematical understanding; making connections and constructing relationships in mathematics and for mathematics learning; generating mathematical thinking; explaining, justifying and evaluating mathematical thinking; developing numeracy or mathematical literacy; improving student engagement; new developments in mathematics curriculum and teaching practice; intervention; workplace learning of mathematics; mathematics for social action; mathematics as social activity; equity and social justice in mathematics learning; and curriculum and professional leadership of mathematics.

**Required Reading**  

**Class Contact** Thirty-six hours via flexible delivery.
Assessment Will be negotiated with the students and will be inquiry-based. They will involve: individual and/or group presentations 30%; A written report for a professional audience (4000 words) 70%.

**AEG5014 APPROACHES TO CAREER EDUCATION**  
Campus Footscray Park, Melton and Sunbury.  
Prerequisite(s) Nil.

**Content** This unit of study will provide an introduction to a series of themes around the notions of society, industry and work, leading to an exploration of pathways to careers and effective citizenship. It will critique current policies and programs for career education. Three key areas of career development will form the basis of this unit of study: personal management, learning and work exploration, and career building. Topics for study will include: work readiness, counselling, self-efficacy, vocational testing, labour market trends, career education programs and evaluation frameworks, theories of career development across the life span and career decision-making.

**Required Reading**  
Currie, J, Thiele, B & Harris, P 2002, capsules for presentation and written documentation suitable for presentation or publication for an audience relevant to their professional context. The learning outcomes for the unit of study will be used as criteria for assessment. Presentations 30%; Written documentation (4000 words) 70%.

**Recommended Reading**  
Great Britain Department for Education and Skills 2003,

Class Contact Thirty-six hours via flexible delivery.

AEGS019 VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE
Campus Footscray Park and Melton.

Prerequisite(s) Nil.

Content This unit of study aims to provide a critical study of vocational education and training — policy and practice with reference to Australian and international developments. Theories, research and practice will be explored.

• Learning Outcomes On successful completion of this unit, students will be able to: Critique key approaches to vocational education and training;
• Relate learning theories to practice;
• Demonstrate familiarity with relevant literature;
• Identify trends and developments in the delivery of vocational education and training;
• Contextualise vocational education and training in local and global policy contexts;
• Position trends in vocational education and training in relation to work-based learning.


Class Contact Thirty-six hours for one semester.

Assessment Critique of a key vocational education and training initiative (1000 words); Article for a targeted publication on a selected aspect of vocational education and training (4000 words). Students will draw upon their own experiences of vocational education and training, and personal narratives to enrich study of policy and practice.

Placement Learning in the workplace - Students will be drawn upon to add to the narrative and analysis of vocational education and training which will form a basis for the assessment tasks.

AEGS105 TEACHING HUMANITIES 1
Campus Footscray Park and Sunbury.

Prerequisite(s) Nil.

Content This unit of study will provide pre-service teachers with: knowledge of how students learn; effective teaching strategies and discipline specific content; ability to plan and assess for effective learning; knowledge to employ a range of resources to engage students; ability to maintain a safe and challenging learning environment; ability to demonstrate a capacity to reflect, evaluate and improve their knowledge and practice in the discipline. Pre-service teachers will also be provided with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches; small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including planning learning outcomes and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFIL, Essential Learning Standards, VCAI and the VCE.

• Learning Outcomes On successful completion of this unit, students are expected to be able to: Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
• Demonstrate an ability to plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
• Demonstrate a capacity to reflect, evaluate and improve their knowledge and practice in the discipline.


Class Contact Three 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 artefacts) (ungraded).

AEG5106 TEACHING HUMANITIES 2
Campus: Footscray Park and Sunbury.
Prerequisite(s): AEG5105 Teaching Humanities 1.
Content: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with community organisations’ activities or events. They will also be reflected upon and will inform the design of the graduating portfolio.

Required Reading: The Unit Co-ordinator will supply a Unit Reader including readings appropriate mentors for their chosen fields of study or career.


Class Contact: Twenty-four hours of workshops or equivalent, plus five days of community partnerships.

Assessment: Written report on partnerships 20%; Essay on issues covered in class 30%; Tutorial presentation 20%; Assessment of community partnership work 20%; Participation in tutorial class 10%. Total EWL 3000 words.

AEG1102 GLOBAL INDIGENOUS CULTURES
Campus: St Albans
Prerequisite(s): Nil.
Content: This unit of study will attempt to address such questions as: What are, if any, the commonalities between global Indigenous communities? This unit will compare and contrast Indigenous Australian ways of knowing and doing with the Indigenous peoples of other nations. What are the differences between and commonalities shared by these societies?

Learning Outcomes: On successful completion of this unit, students will be able to:
- Comprehend the Indigenous Australian struggle and community commitment.
- Critically articulate where contemporary Indigenous Australia fits within the global context of Indigenous societies, and the unique position this society holds on the global Indigenous scene.
- Comprehend the Indigenous Australian struggle and community commitment.


Recommended Reading: Cairns, AC 2000, Citizens plus: Aboriginal peoples and the Canadian state, UBC Press, Vancouver.

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

Assessment: Preliminary research paper, 15%; Tutorial presentation 1, 20%; Tutorial presentation 2, 25%; Class participation 10%; Essay, 30%. Total EWL 3000 words.

AEG1103 INDIGENOUS CAREERS DEVELOPMENT
Campus: St Albans
Prerequisite(s): Nil.
Content: This unit of study will explore careers through leadership and mentoring and its relevance to Indigenous Australian society. The main themes and questions are:
- Career opportunities; leadership careers; mentors, who are they?
- What you know; what you need to know; leadership potential; goals and aims; skilling up.
- Learning Outcomes: On successful completion of this unit, students will be able to:
- Critically articulate what mentoring is and have the skills to seek out appropriate mentors for their chosen fields of study or career.

Required Reading: The Unit Co-ordinator will supply a Unit Reader including readings drawn from the following texts: Bolles, RN 2005, What colour is your parachute? A practical manual for job-hunters and career-changers, Ten Speed, Berkeley, California, US.

Recommended Reading: Newburn, T, Shiner, M & Young, T 2005, Dealing with dissatisfaction: young people, mentoring and social inclusion, Cullompton, UK; Portland, Oregon.

Class Contact: Thirty-six hours contact class, comprising, one one-hour lecture and two hours of tutorial per week for one semester.

Assessment: Completion of 10 tutorial exercises, 50%; Career goals and current leadership skills exercises 10%; Career goals and current leadership skills exercises, 10%; Career contracts portfolio, 20%; Class participation 10%. Total EWL 3000 words.

AEG1104 MANAGING LEARNING AND INQUIRY
Campus: St Albans.
Prerequisite(s): Nil.
Content: This unit of study will focus on supporting students to successfully negotiate study at a higher education institute, through the following topics: time management; presentation skills, both written and oral; personal presentation different looks for different audiences; verbal communication; written communication; basic computer
literacy; email etiquette; everyday numeracy; everyday literacy; the connectedness of the above topics.

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

- Prepare well organised, properly documented research papers with appropriate and accepted documenting and reporting styles;
- Edit and proof read, and know the tone and style required for various genres of writing.

Required Reading The Unit Co-ordinator will supply a Unit Reader with readings drawn from the following texts: Australian Institute for Aboriginal and Torres Strait Islander Studies 2000, Guidelines for ethical research in Indigenous studies, AIATSIS, Canberra.

Class Contact Thirty-six contact hours comprising one one-hour lecture per week, and one two-hour tutorial per week for one semester.

Assessment Completion of 10 tutorial exercises, 50%; Library project 20%; Journal project 10%; Written report on group class presentation 20%. Total EWL 3000 words.

AEK1201 INDIGENOUS AUSTRALIAN KNOWING
Campus St Albans
Prerequisite(s) Nil.

Content This unit of study will include five days of community partnership during which students will inquire into the role of Indigenous Australian ways of knowing and doing within community organisations, activities and/or events. There will be an introduction to the history of the Indigenous struggle and the continual impact of colonisation upon Indigenous Australian peoples.

- Learning Outcomes On successful completion of this unit, students will be able to: Understand and critically articulate the ideas of the Indigenous Australian world view;
- Understand and critically articulate the relationships between Lores and Laws in the Indigenous Australian notion of ‘living in two worlds’ and its costs;
- Inquire into Indigenous Australian issues affecting community organisations through completion of a five-day community.

Required Reading The Unit Co-ordinator will supply a Unit Reader with readings drawn from selected texts.


Class Contact Twenty-four hours of workshops or equivalent, plus five days Community Partnerships.

Assessment Written report on partnerships, 20%; Essay on issues covered in class, 30%; Tutorial presentation, 20%; Assessment of Community Partnership work 20%; Participation in tutorial classes 10%. Total EWL 3000 words.

AEK1202 GLOBAL INDIGENOUS COMMUNITIES
Campus St Albans
Prerequisite(s) Nil.

Content This unit of study will attempt to address such questions as: What are, if any, the commonalities between global Indigenous communities? Are all Indigenous communities politically oppressed? Are there any differences, if any, in the political status of these Indigenous communities?

- Learning Outcomes On successful completion of this unit, students will be able to: Understand and critically articulate the relationships between Lores and Laws in the Indigenous Australian notion of ‘living in two worlds’ and its costs;
- Inquire into Indigenous Australian issues affecting community organisations through completion of a five-day community.

Required Reading The Unit Co-ordinator will supply a Unit Reader with readings drawn from the following texts: Coates, K 2004, A global history of Indigenous peoples, Houndsmills, Basingstoke, Hampshire; Palgrave Macmillan, New York.


Class Contact Thirty-six contact hours comprising one one-hour lecture and two hours of tutorials per week for one semester.

Assessment Preliminary research paper, 15%; Tutorial presentation 1, 20%; Tutorial presentation 2 (as part of group), 25%; Class participation 10%; Essay,30%. Total EWL 3000 words.

AEK2101 WORKING IN INDIGENOUS AUSTRALIAN COMMUNITIES
Campus St Albans
Prerequisite(s) Nil.

Content The main themes explored in this unit of study are: the function and structure of Indigenous communities; the development of formal Indigenous Australian community organisations; non-Indigenous Australian society and its relationship to community leaders and organisations; policy versus reality in community experience; community perceptions of the differences between appointed and elected committees; the processes and consultation in policy development; the expectations stakeholders; the differences in community development and organisational management processes in Indigenous Australian and non-Indigenous Australian managed communities and their organisations. This unit of study will also have a ten-day Community Partnership component. Where it is not possible to place students, they will undertake an equivalent research project.

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

- Articulate how and why communities are established, especially about the development of community organisations;
- Understand the differences between policies, the contexts in which they are enacted, and the limitations on their implementation;
- Comprehend how various stakeholders can influence a community and the direction and ability to function to meet community aspirations;
- Comprehend how Indigenous people in mainstream contexts maintain community connections.

Required Reading The Unit Co-ordinator will supply a Unit Reader with readings drawn from the following texts: Attwood, B 2005, Telling the truth about Aboriginal history, Allen and Unwin, Crows Nest, New South Wales


Class Contact Twenty-four hours of workshops or equivalent, plus ten days Community Partnerships.

Assessment Written Report on Partnerships, 20%; Essay on issues covered in class, 30%; Tutorial presentation, 20%; Assessment of Community Partnership work 20%; Participation in tutorial classes 10%. Total EWL 3000 words.

AEK2102 ORAL TRADITIONS IN INDIGENOUS COMMUNITIES
Campus St Albans
Prerequisite(s) Nil.

Content This unit of study will explore the concept of oral tradition and its cultural relevance and importance to Indigenous Australians. The importance of preserving the cultural integrity of this tradition and the knowledge passed down through it will also be examined

- Learning Outcomes On successful completion of this unit, students will be able to: Critically articulate the role of the oral tradition in both traditional and contemporary Indigenous Australian societies and how this affects legal cases, especially land rights cases;
- Demonstrate a critical understanding of the impact on Indigenous Australians of the legal legacy of the oral tradition.

Required Reading The Unit Co-ordinator will supply a Unit Reader with readings drawn for the following texts: Ong, WI 2002, Morality and literacy: the technologizing of the word, Routledge, London and New York. Rintoul, S 1993, The wailing: a national Black oral history, William Heinemann, Port Melbourne, Australia.

Recommended Reading Fest, EMJ 1993, Conned! UQP, St Lucia, Queensland.

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

Assessment Preliminary research paper, 15%; Tutorial presentation 1, 20%; Tutorial presentation 2, 25%; Class participation 10%; Essay, 30%. Total EWL 3000 words.

AEK2201 LEARNING IN INDIGENOUS AUSTRALIAN COMMUNITIES
Campus St Albans
Prerequisite(s) Nil.

Content This unit of study will investigate traditional Indigenous Australian community structure with emphasis on the following themes: the Elder system and traditional Elder customs; what is a reciprocal system?; connections to ‘country’ and reciprocal rights; multi-connectedness/obligations to many ‘countries’; traditional versus historical connections; the contemporary Indigenous Australian reality. This unit will also have a 10-day Community Partnership component or research project.

- Learning Outcomes On successful completion of this unit, students will be able to: Critically articulate the Elder system and its relevance in contemporary Indigenous Australia;
- Critically articulate the reciprocal/obligatory nature of Indigenous Australian...
society and what this means both in contemporary Indigenous Australia and for community organisations;

- Critically articulate the concept of ‘country’ and the obligations that are part of it.

**Required Reading** The Unit Co-ordinator will supply students with a Unit Reader.


**Class Contact** Twenty-four hours of workshops or equivalent, plus 10-days Community Partnerships.

**Assessment** Written Report on Partnerships, 20%; Essay on issues covered in class, 30%; Tutorial presentation, 20%; Assessment of Community Partnership work 20%; Participation in tutorial classes 10%. Total EWL 3000 words.

**AEK2202 GLOBAL INDIGENOUS ISSUES**

**Campus** St Albans

**Prerequisite(s)** Nil.

**Content** This unit of study will address the broader global issues that are common throughout Indigenous communities all over the world. This will be done through the exploration of themes and questions such as the following: construction of the notion of ‘race’; ethnicity and multiple Indigenous ethnicities within one Indigenous society; identity, its construct and label appointment; legal national definition of Indigeneity. The origin of the concept of ‘Whiteness’: what is it?

- Learning Outcomes On successful completion of this unit, students will be able to: Examine and explore their own concepts of ‘race’, ‘identity’ and ‘ethnicity’, then, through self-exploration, critically communicate in spoken and written words, the impact that these labels have on Indigenous communities throughout the world;

- Critically articulate the concept of ‘Whiteness’ and its impact on Indigenous societies, with emphasis on Australian Indigenous society.

**Required Reading** The Unit Co-ordinator will supply a Unit Reader with readings drawn from the following texts: Allen, T 1994, The invention of the white race, Verso, London and New York. Battiste, MA 2000, Reclaiming Indigenous voice and vision, UBC Press, Vancouver.


**Class Contact** Thirty-six contact hours per semester, comprising one one-hour lecture and one two-hour tutorial.

**Assessment** Common Assessment Tasks: Preliminary research paper, 15%; Tutorial presentation 1, 20%; Tutorial presentation 2, 25%; Class participation 10%; Essay, 30%. Total EWL 3000 words.

**AEK3102 INDIGENOUS LITERACIES**

**Campus** St Albans

**Prerequisite(s)** Nil.

**Content** Indigenous Australian writing will be explored through the following themes and questions: historical beginning of Indigenous Australian writing; purpose of the early writings; petitions; political era; non-political writing; teaching era; songs, plays, comedy; are the above themes valid?; First acknowledgement of Indigenous Australian writers in various categories; non-Indigenous Australian writing about Indigenous Australians; comparison and contrast of non-Indigenous Australian writing and Indigenous Australian writing; writing oral traditions.

- Learning Outcomes On successful completion of this unit, students will be able to: Critically articulate the phases and nature of Indigenous Australian writing and its various purposes;

- Critically communicate the various issues in Indigenous Australia as highlighted in this society’s writings;

- Critically enunciate the emergence of an Indigenous Australian literary voice and how it has helped preserve and re-establish the oral tradition;

- Provide an overview of Indigenous Australian literary styles, issues and content.

**Required Reading** The Unit Co-ordinator will supply a Unit Reader with readings drawn from the following: Brewster, A, O’Neill, A & van den Berg, R (eds) 2000, Those who will remain will always remember: an anthology of Aboriginal writing, Fremantle Arts Centre Press, Fremantle.

**Recommended Reading** The lecturer will provide a further recommended reading list at the beginning of semester.

**Class Contact** Thirty-six contact hours comprising one one-hour lecture and one two-hour tutorial for one semester.

**Assessment** Preliminary research paper, 15%; Tutorial presentation 1, 20%; Tutorial presentation 2, 25%; Class participation 10%; Essay, 30%. Total EWL 3000.

**AEK3201 LEADERSHIP IN INDIGENOUS AUSTRALIAN COMMUNITIES**

**Campus** St Albans

**Prerequisite(s)** Nil.

**Content** This unit of study will explore leadership in Indigenous Australian Communities through posing and discussing the following themes and questions: When did it begin? What forms did it originally take? Who were these leaders? Who are the current leaders? What constitutes ‘real’ representation? Are the current organisations/leaders representative? Does this new form of leadership marginalise the Elder System? Where to now? This unit will have a 10-day Community Partnership component. Where it is not possible to place students, they will undertake an equivalent research project.

- Learning Outcomes On successful completion of this unit, students will be able to: Recognise the Elder and Leadership systems and their interconnectedness in Indigenous Australia;

- Critically articulate the emergence of a Western concept of Indigenous Australian leadership.

**Required Reading** The Unit Co-ordinator will supply the students with a Unit Reader.

**Recommended Reading** Hogan, E 1989, Aboriginal women’s autobiographical writing, University of Melbourne, Melbourne.

**Class Contact** Twenty-four hours of workshops or equivalent, plus 10-days of Community Partnerships.

**Assessment** Written report on Partnerships, 20%; Essay on issues covered in class, 30%; Tutorial presentation, 20%; Assessment of Community Partnership work 20%; Participation in tutorial classes 10%. Total EWL 3000 words.

**AEK3202 GLOBAL INDIGENOUS LEADERSHIP**

**Campus** St Albans

**Prerequisite(s)** Nil.

**Content** Students will investigate how Indigenous Australian leadership compares to other world Indigenous leadership? This will be done through exploring the following themes and questions: What form does Indigenous leadership take? Who are the leaders and where are they from? Indigenous world leader case studies both historical and contemporary; Indigenous leadership within second world nations and its impact; Indigenous leadership within third world nations and its impact; What is a fourth world nation and how does Indigenous leadership impact on this group? The place of the United Nations. Where to now?

- Learning Outcomes On successful completion of this unit, students will be able to: Critically articulate the global issues that underpin government policy and global Indigenous issues;
AEM1655 RESEARCH METHODOLOGY IN EDUCATION AND TRAINING (OFFSHORE ONLY)

Campus: Vietnam

Prerequisite(s): Nil

Content: This unit of study will explore 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; and surveys and considerations in reporting research.


Class Contact: Three hours per week over one semester.

Assessment: For students following the minor thesis route: a research proposal (5000 words) 100%. For students following the course work route: an approved assignment related to research literature (5000 words) 100%.

AEM1659 MINOR THESIS (FULL-TIME)

Campus: Footscray Park.

Prerequisite(s) or Corequisite(s): EAM1655 Research Methodology in Education and Training; or equivalent.

Content: Students will independently conduct research which demonstrates the ability to define a problem, to undertake a detailed literature search and review the relevant theoretical and practical literature on the topic area. The topic which is chosen should allow the student to develop a methodology and to apply it to an appropriate problem or situation. Good data selection, collection and analysis skills should be demonstrated. The written minor thesis should involve a high standard of written communication skills and conform to the prescribed format detailed in a booklet. The topic which is chosen should allow the student to develop a methodology and to apply it to an appropriate problem or situation. The student will be allocated one supervisor who will normally hold a degree at Master’s level or above.

Required Reading: To be advised.

Recommended Reading: To be determined by the student in consultation with supervision.

AEM1660 MINOR THESIS (PART-TIME)

Campus: Footscray Park.

Prerequisite(s) or Corequisite(s): AEM1655 Research Methodology in Education and Training; or equivalent.

Content: Students will independently conduct research which demonstrates the ability to define a problem, to undertake a detailed literature search and review the relevant theoretical and practical literature on the topic area. The topic which is chosen should allow the student to develop a methodology and to apply it to an appropriate problem or situation. Good data selection, collection and analysis skills should be demonstrated. The written minor thesis should involve a high standard of written communication skills and conform to the prescribed format detailed in a booklet. The topic which is chosen should allow the student to develop a methodology and to apply it to an appropriate problem or situation. The student will be allocated one supervisor who will normally hold a degree at Master’s level or above.

Required Reading: To be advised.

Recommended Reading: To be determined by the student in consultation with supervision.

AEM16100 EDUCATION RESEARCH DESIGN AND METHODS

Campus: Footscray Park, Melton and Sunbury.

Prerequisite(s): Nil

Content: In this unit of study, students will consider the following questions: How is education research relevant to our work? How does education research inform and improve practice, outcomes and policy in various learning settings, including workplace? What research paradigms are used in education research and why? How is education research conducted? The key characteristics of a range of qualitative and quantitative methods commonly used in education research will be introduced. These will include case studies, ethnography, critical theory research, action research, historical research, evaluation research, design experiments, descriptive and causal-comparative research, correlational research and experimental research. Students will be required to conduct an in-depth inquiry into one particular research design and its methods and review recently published and innovative research articles/papers that connect to current policy and practice issues. One outcome of this inquiry will be a proposal for research.


Class Contact: Unit is delivered via face-to-face contact over 36 hours. Periodic online delivery will be provided to approved cohorts of students.

Assessment: Group presentation about a research design commonly used in education research 30%. Presentation of a draft research proposal 10%. Written commentary on another students’ draft research proposal (500 words) 10%. Research proposal (3000 words) 50%.

AEM1601 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. Theories will include: the progressivists tradition — Dewey, Rogers, Graves, Knowles, Ivan Illich; the behaviourists and their critics — Skinner, Tils, Fordism; post-Fordism and the competency movement; education, capitalism and critical theory: Bowles and Gintis, Friere, Gramsci, Habermas, Apple; feminist pedagogy and the contribution of feminism to education and social change; language, subjectivity and discourse: the contribution of poststructuralists thinkers to issues of education and social change; the impact of globalisation and global economic trends on education and training.

Required Reading

Recomendated Reading

Class Contact
Thirty-six hours per semester.

Assessment
Essay exploring theories of education (4000 words) 70%; Oral presentation, including facilitation of a discussion (1000 words) 30%.

AEM6102 WORKPLACE RESEARCH PROJECT

Campus Footscray Park.

Prerequisite(s)
The unit of study AEM6100 Education Research Design and Methods is recommended to be undertaken, but is not a prerequisite. Course consultation is required.

Content
This unit of study focuses on the development and production of a research project located in the students’ workplace or related to their professional practice. Research skills are developed in an interactive learning environment.

• Learning Outcomes
  On successful completion of this unit, students will be able to: Define a focus for study related to work and professional practice; Review relevant and current theoretical and practical literature; Use selected research methods to gather and analyse data; Work collaboratively and ethicallly with colleagues in the conduct of the research; Produce a report of the project using a high standard of English.

Required Reading

Recommended Reading
These will vary related to the selected areas for research. Selected readings as sourced by the student and though consultation with the supervisor.

Class Contact
Thirty-six hours for one semester.

Assessment
Present a reading to the class and lead a discussion of the selected reading. Present a 500 word overview of the selected paper. The workplace research project is the key assessment task, with 6500–7500 words. The assessment tasks will be negotiated. Maximisation of relevance to the individual’s workplace is important in the selection and completion of the task.

AER0001 INTRODUCTION TO RESEARCH DESIGN AND METHODS

Campus Footscray Park, St Albans, City Flinders and Distance Education.

Prerequisite(s) Nil.

Content
This unit of study 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 unit 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.

Required Reading
As advised by lecturer.

Recommended Reading

Class Contact
One two-hour seminar and one one-hour tutorial per week for one semester.

Assessment
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%.

AER8000 RESEARCH THESIS (FULL-TIME)

Campus Footscray Park.

Prerequisite(s) Nil.

Content
In this unit of study — the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies — consists of a project carried out by students on an individual basis. The project is expected to be an investigation of an approved topic, followed by the submission of a suitably formatted thesis in which the topic is introduced and formulated; the investigation described in detail; results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

Required Reading
To be advised by supervisor.

Class Contact
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.

AER8001 RESEARCH THESIS (PART-TIME)

Campus Footscray Park.

Prerequisite(s) Nil.

Content
In this unit of study — the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies — consists of a project carried out by students on an individual basis. The project is expected to be an investigation of an approved topic, followed by the submission of a suitably formatted thesis in which the topic is introduced and formulated; the investigation described in detail; results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

Required Reading
To be advised by supervisor.

Class Contact
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.

AER8507 RESEARCH THESIS (FULL-TIME)

Campus Footscray Park and 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 strategic and practical implications for the enhancement of professional practice.

• Learning Outcomes
  On successful completion of this unit, students will be able...
to: Develop and defend a research proposal;
- Make an ethics application, as required;
- Present a comprehensive literature review;
- Select and utilise a research methodology;
- Present a substantial and well-structured dissertation.

Recommended Reading As advised by supervisors.

Class Contact Independent research in addition to regular meetings with supervisor and co-supervisor.

Assessment Research thesis 100%.

AER8509 RESEARCH THESIS (PART-TIME)
Campus Footscray Park and 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 of data in a practical context involving data collection using an appropriate range of techniques; and a conclusion pointing to strategic and practical implications for the development of professional practice.

Recommended Reading As advised by supervisors.

Class Contact The equivalent of four hours per week for four semesters. Support for undertaking the dissertation will be provided by a University supervisor and where appropriate by a member of staff in the student’s profession in the role of mentor.

Assessment Research thesis 100%.

AER8510 POLICY CONTEXT OF PROFESSIONAL PRACTICE
Campus Footscray Park and Offshore partnership locations.

Prerequisite(s) Nil.

Content In this unit of study, traditional and contemporary perspectives on professional practice and the implications of these for the development of professionals are considered. Planning for professional growth includes having an understanding of background, skills and the current work contexts of professionals and practitioners. A range of strategies for exploring professional development needs and the potential of individuals are explored. Adult learning: principles and strategies relevant in contemporary workplaces are considered. The emphasis here will be on the translation of these principles into practice. Concepts such as lifelong learning, open education and curriculum responses based on critically reflective learning strategies are considered.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Define professional practice and professional development;
  - Debate factors driving policy development for professional practice;
  - Analyse policies implemented in the professional workplace;
  - Evaluate the policy context for professional practice.


Class Contact Thirty-six hours for one semester.

Assessment A 5000-word report of an analysis of a small group of educators in a particular setting (depending on the relevant context the number investigated may be only one person). The aim will be to: (a) identify the significant issues that have impacted on the professional life of those under investigation and indicate how these relate to the literature on professional development and growth; and (b) identify those aspects of the professionals’ context which would be of relevance in planning for professional development of the people. Issues from (a) above as well as expressed needs and needs implied through an analysis of the context are to be considered 100%.

AER8512 ADVANCED STUDIES IN EDUCATION AND TRAINING
Campus Footscray Park.

Prerequisite(s) Nil.

Content The training needs of a flexible labour market are explored in this unit of study. Post compulsory education and training programs are described and analysed. Contemporary issues in relation to work-based education and training, assessing and credentialling are discussed and analysed.


Class Contact Thirty-six hours for one semester comprising a series of lectures/seminars and intensive workshop sessions.

Assessment A 5000-word analytical essay on major developments in education and training in the western world 100%.

AER8514 THE PRACTICE OF PROFESSIONAL DEVELOPMENT
Campus Footscray Park, Thailand and other as nominated.

Prerequisite(s) Nil.

Content Professional development in recent times has been reconceptualised within an economic rationalist framework. The terms ‘professional development’, ‘staff development’, ‘professional education’, ‘in-service education’ are frequently used interchangeably. ‘Delivery’, ‘competencies’ and ‘outcomes’ are terms which are part of the new language of transmission models of development. The literature however, emphasises the importance of critical reflection, collegiality, and action learning in the development of educators. This unit of study will develop an understanding of the contexts in which professional practice occurs, relevant substantive knowledge, theories about learning which transform that knowledge into pedagogical knowledge and appropriate policies which relate it to system priorities and the sociopolitical context in which the practice is set. A range of different models for considering development will be explored including the beginner/expert model, the ages and stages models and Vygotskian models of development. Implications of these for appraising needs as well as designing, implementing and evaluating programs are considered.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Identify contexts of professional practice;
  - Analyse the concept of an economic rationalist framework;
  - Explore models for professional development: the novice/expert model, transmission models and Vygotskian model;
  - Design, develop and evaluate a professional development program.

Required Reading To be advised by lecturer.


Class Contact: Thirty-nine hours over one semester.

Assessment: Review of the literature related to the practice of professional development (2500 words) 33%; Plan for personal professional development (5000 words) 67%.

AER8515 INVESTIGATING PROFESSIONAL PRACTICE 2

Campus: Footscray Park.

Prerequisite(s): Nil.

Content: This unit of study builds on AER8514 The Practice of Professional Development. Students will undertake a study of professional practice in their field of work or a related workplace. The student, under supervision, will conduct an action research study designed not only to identify the competencies needed to fulfill the professional role but also to suggest ways of professionally developing the role. Students will also focus on a preparation for the thesis stage of their program.


Class Contact: Thirty-six hours for one semester comprising a series of seminars/lectures and a set of intensive workshops.

Assessment: A 5000-word report on the action research study which emphasises possible approaches to professional development 100%.

AER8517 INVESTIGATING PROFESSIONAL PRACTICE

Campus: Footscray Park and partner locations.

Prerequisite(s): Nil.

Content: The focus of this unit is on action research as a method for investigating professional practice and workplace issues that impact on that practice. The history, traditions and philosophy of action research, especially as it applies in educational research and the development of professional practice are introduced. A small action research project will be carried out during the semester. Content includes: action research; history; traditions; philosophy; methodology; research; application of action research to professional practice; applied study.

- Learning Outcomes: On successful completion of this unit, students will be able to: Plan and undertake an action research project;

- Critique relevant literature;

- Apply action research method to research project.

Required Reading: As advised by the lecturer.


Class Content: Thirty-nine hours over one semester.

Assessment: On the action research project (5000 words) 33%; Class presentation on the report (equivalent to 2500 words) 67%.

AER8518 RESEARCHING PROFESSIONAL PRACTICE

Campus: Footscray Park and partner locations.

Prerequisite(s): Nil.

Content: This unit of study involves a workplace study of professional practice; thesis and research project requirements; preparation to conduct research; research proposals; research questions; hypotheses; ethics; methodologies for researching workplace practice; data collection and analysis.

- Learning Outcomes: On successful completion of this unit, students will be able to: Plan and undertake an action research project;

- Critique a selection of research methodologies;

- Design a research project;

- Conduct a research project;

- Report on a research project;

- Prepare for the thesis stage of the program;

- Address the requirements of a research proposal;

- Meet the requirements of an ethics application.

Required Reading: As recommended by the lecturer and resourced by the students.


Class Contact: Thirty-nine hours per semester.

Assessment: On the research study which emphasises possible approaches to professional development (5000 words) 67%; Class presentation on a research proposal for a workplace project/thesis (equivalent to 2500 words) 33%.

AER8519 WORKPLACE PROJECT (MASTERS)

Campus: Footscray Park and partner locations.

Prerequisite(s): Satisfactory completion of the coursework.

Content: This unit of study provides the opportunity to conduct research on professional practice in the workplace or of policies related to professional practice. It is a study of relevant literature, analysis and study in a practical context. It is preferred that the project focus on policy and documentary analysis. This project provides for exit from the Doctor of Education with a Master of Education (Professional Practice). Content is to be negotiated with the supervisor and should be a project of use and value to the student and to their work.

- Learning Outcomes: On successful completion of this unit, students will be able to: Produce a project on professional practice.

- The writing needs to be scholarly in the technical sense and in the formal sense when academics constitute the audience for the writing. It does not need to be ‘scholarly’ in the sense that one needs to impress with the breadth of literature read or in the complexities of styles that can be found so readily. The professional educator needs to be able to show mastery of the different genres.

Required Reading: As recommended by the project mentor.

Class Contact: As discussed with supervisor and identified by student.

Assessment: Production and presentation for examination of a workplace project (15,000-20,000 words) 100%. Examination by two examiners, one internal, one external, in the field of the project.
Attendance at seminars and workshops.

Class Contact

Recommended Reading


Required Reading

As negotiated and identified by the supervisor and student.

Required Reading


AER8521 WORKPLACE PROJECT B (DOCTORAL)

Campus: Footscray Park and partnership locations.

Prerequisite(s): Completion of the coursework units of study to an average of H2A.

Content

This unit of study will include: issues in professional practice; workplace/work-based learning; research theories; project design to improve professional practice; mode 2 knowledge in trans-disciplinary social and economic contexts; utilisation of academic and ‘industrial’ resources and values.

Required Reading

As negotiated and identified by the supervisor and student.

AER8522 WORKPLACE PROJECT (MASTERS) PART-TIME

Campus: Footscray Park and partnership locations.

Prerequisite(s): Satisfactory completion of the coursework.

Content

This unit of study is negotiated with the supervisor and will be a project of use and value to the student and to their work. Students will negotiate the thesis topic with the University and their employer, with a formal learning contract and disclaimer for the project. The project is the property of the student.

Required Reading

As recommended by the project mentor.

AER8524 WORKPLACE PROJECT A (DOCTORAL) PART-TIME

Campus: Footscray Park and partnership locations.

Prerequisite(s): Completion of the coursework units of study to an average of H2A.

Content

This unit of study will include: issues in professional practice; workplace/work-based learning; research theories; project design to improve professional practice; mode 2 knowledge in trans-disciplinary social and economic contexts; utilisation of academic and ‘industrial’ resources and values.

Required Reading

As negotiated and identified by the supervisor and student.

AER8525 WORKPLACE PROJECT B (DOCTORAL) PART-TIME

Campus: Footscray Park and partnership locations.

Prerequisite(s): Completion of the coursework units of study to an average of H2A.

Content

This unit of study will include: issues in professional practice; workplace/work-based learning; research theories; project design to improve professional practice; mode 2 knowledge in trans-disciplinary social and economic contexts; utilisation of academic and ‘industrial’ resources and values.

• Learning Outcomes

On successful completion of this unit, students will be able to: Research an aspect of professional practice in the workplace;

• Present a project for examination.

Required Reading

As negotiated and identified by the supervisor and student.

Recommended Reading


Class Contact

Regular meetings with learning set members and with supervisor.

Attendance at seminars and workshops.

Assessment

The workplace project is to be a workplace-based and workplace-relevant project undertaken with a learning contract between the organisation, the student and the University. At a length of 25,000 words each, the two workplace projects offer an alternative to the thesis. Examination by two external examiners, with professional expertise in the area of the thesis topic and professional field. Examiners may be international.

Class Contact Regular meetings with learning set members and with supervisor.

Attendance at seminars and workshops.

Assessment The workplace project is to be a workplace-based and workplace-relevant project undertaken with a learning contract between the organisation, the student and the University. At a length of 25,000 words each, the two workplace projects offer an alternative to the thesis. Examination by two external examiners, with professional expertise in the area of the thesis topic and professional field. Examiners may be international.

AET4100 LEARNING MATTERS AT VICTORIA UNIVERSITY

Campus Footscray Park and City.

Prerequisite(s) Nil.

Content This unit of study will examine Victoria University policies with regard to: teaching and learning; credit and recognition of prior learning; legal and ethical issues; reporting and assessment; research and graduate studies; and student progress and pathways. It will also examine issues associated with post-compulsory education in Australia: secondary, TAFE and higher education and cross-sectoral approaches; principles, policies and practices. It will include: Victoria University’s policies and procedures, systems and structures that support teaching and learning; Victoria University’s students: the challenges and opportunities of diversity; and learner-centred teaching: principles and practices.


Smith, E, Keating, J 2003, From training reform to learning and diversity, Kogan Page, London.

Nightingale, P, Te Wiata, I, Toohey, S, Anderson, G, Boud, D & Sampson, J 2004, Learning perspectives: the diverse backgrounds of students: sociocultural, age, locational, educational, language etc; teaching strategies and approaches which respond to and engage students from diverse backgrounds; learning approaches and preferences of students from diverse backgrounds; and the cultural identities of teachers and learners and their effects on teaching and learning.

Class Contact Twelve hours or equivalent.

Assessment Evidence for achievement of the learning outcomes for this unit, such as a statement of the principles that guide the student’s approach to teaching students from diverse backgrounds and a commentary on strategies that are congruent with these principles (2000 words or equivalent) (graded) 100%.

AET4102 LEARNING AND DIVERSITY

Campus Footscray Park and City.

Prerequisite(s) AET4101 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: sociocultural, age, locational, educational, language etc; teaching strategies and approaches which respond to and engage students from diverse backgrounds; learning approaches and preferences of students from diverse backgrounds; and the cultural identities of teachers and learners and their effects on teaching and learning.

Recommended Reading Kalantzis, M, Cope, B 2000, ‘Towards an inclusive and international higher education,’ in R King, D Hill & B Hennings (eds), University and diversity, Keon, Waggio Waggio.


Class Contact Twelve hours or equivalent.

Assessment Evidence for achievement of the learning outcomes for this unit, such as a statement of the principles that guide the student’s approach to teaching students from diverse backgrounds and a commentary on strategies that are congruent with these principles (2000 words or equivalent) (graded) 100%.

AET4103 STUDENT ASSESSMENT

Campus Footscray Park and City.

Prerequisite(s) AET4101 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 assessing quality of assessment; institutional processes and practices supporting student assessment, monitoring student progress and supporting students at risk.


Class Contact Twelve hours or equivalent.

Assessment Evidence for achievement of the learning outcomes for this unit, such as a statement of the principles that guide the student’s approach to teaching students from diverse backgrounds and a commentary on strategies that are congruent with these principles (2000 words or equivalent) (graded) 100%.
AET4104 DESIGNING FOR LEARNING
Campus Footscray Park and City.
Prerequisite(s) AET4101 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.

Required Reading

Recommended Reading

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, consistency and alignment with planned learning outcomes (2000 words or equivalent) 100%.

AET4105 MANAGING LEARNING
Campus Footscray Park and City.
Prerequisite(s) AET4101 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 environments; learning theory and the development of a positive learning environment that supports active learning; negotiating learning arrangements, expectations, roles and responsibilities, relationships to supervisors, colleagues and peers for both students and teachers; establishing appropriate teaching and learning practices and environments with consideration of specific discipline and fields of practice, eg laboratories etc; understanding Victoria University’s policies and procedures for safe and equitable learning for all students.

Required Reading

Recommended Reading

Assessment
Evidence for achievement of the learning outcomes for this unit, such as a report arising from and a reflective commentary on reciprocal peer observation of teaching (2000 words or equivalent) 100%.

AET4106 IMPROVING PRACTICE
Campus Footscray Park and City.
Prerequisite(s) AET4101 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 online environment, including relevant theories of flexible learning and learning in the workplace; developing a professional learning plan to refresh substantive recent knowledge in relevant professional discipline or field of practice; participation in a professional community of practice for the improvement of teaching, including supervised teaching practice where required; initiating teaching as building student learning communities of practice for reflection and knowledge development in specific discipline or field of practice; practitioner research as inquiry about practice and the basis for scholarly improvement of practice.

Required Reading
Kember, D & Kelly, M 1995, Improving teaching through action research, HERDSA, Campbelltown.

Recommended Reading

Class Contact Twelve hours or equivalent.

Assessment
Evidence for achievement of the learning outcomes for this unit, such as a report based on research into the student’s own teaching practice using peer and student feedback to improve practice (2000 words or equivalent) 100%.

AET4107 TEACHING PORTFOLIO
Campus Footscray Park and City.
Prerequisite(s) AET4101 Negotiating Learning.

Content
This unit of study will include the following topics: how to construct a teaching portfolio that identifies the needs and strengths of the practice of professional educators in terms of teaching, learning, pedagogy and research; identifying what counts as artefacts of practice; differentiating between artefacts of practice and artefacts as evidence of capability; organising a portfolio for effective demonstration of knowledge and practice in response to the capabilities of Victoria University teaching staff.

Required Reading

Recommended Reading

Class Contact Twelve hours or equivalent.

Assessment
A comprehensive teaching portfolio, including an oral defence of the portfolio (2000 words or equivalent) 100%.

AET4109 LEARNING MATTERS
Campus Footscray Park and City.
Prerequisite(s) Nil.

Content
This unit of study will include the following topics: Victoria University’s policies with regard to teaching and learning; credit and recognition of prior learning; legal and ethical issues, reporting and assessment, research and graduate studies, student progress and pathways; post-compulsory education in Australia: secondary, TAFE and higher education; cross-sectoral approaches: principles, policies and practices; Victoria University policies and procedures, systems and structures that support teaching and learning; Victoria University’s students: the challenges and opportunities of diversity; learner-centred teaching: principles and practices.

Required Reading

Recommended Reading

Class Contact Twelve hours or equivalent.

Assessment
Report on an inquiry into learning by students (2000 words or equivalent) 100%.
AXI1099 STUDENT LEADERSHIP AND MENTORING

Campus Footscray Park, Melton, St Albans and Sunbury.

Prerequisite(s) Nil.

Content This unit of study provides an opportunity for students to learn to develop their skills, knowledge and understanding by working with peers and community members as mentors and leaders in a range of settings within Victoria University and in the community. Students will plan for and facilitate responsive learner-centred environments in schools, community settings and in a range of Victoria University settings. The unit will focus on inquiry, development and reporting of personal learning, development and engagement with issues and experiences of mentoring, ambassadorship, and community and educational leadership. Using a constructivist approach, and developing knowledge and skills in supporting constructive inquiry and engagement with peers and community members, this unit will provide a preparation for mentoring and leadership for university students. This unit of study will connect with and complement student leadership and mentoring practice in a range of educational settings. Using a practice-theory approach students will: ask questions about student leadership and mentoring; What are the conditions that support individuals in becoming active and engaged? They will observe and reflect on the processes by which leaders and mentors promote safe and secure environments and relationships with community members. They will also: document their developing student leadership and mentoring practices and their effects on community members; use their descriptive records to generate personal theoretical and sociocultural explanations and make connections with key literature explanations to identify characteristics of student leadership and mentoring and the conditions which seem most effective in engaging others; develop confidence in working with groups and individuals, using an expanding repertoire of student leadership and mentoring skills; apply their understanding of student leadership and mentoring to supporting the development of the engagement, inquiry and social action of others.

Learning Outcomes On successful completion of this unit, students will be able to:
• Identify, interpret and evaluate specific strategies for effective student leadership and mentoring by relating them to specific theories of student leadership and mentoring;
• Explore and demonstrate effective use of mentoring and/or leadership strategies which focus on service and responsiveness;
• Demonstrate the use of a range of approaches to reflect on and improve personal mentoring and/or leadership practice;
• Identify, interpret and evaluate specific strategies for effective student leadership and mentoring by relating them to specific theories of student leadership and mentoring;
• Explore and demonstrate effective use of mentoring and/or leadership strategies which focus on service and responsiveness;
• Demonstrate the use of a range of approaches to reflect on and improve personal mentoring and/or leadership practice.


Websites
• Curriculum@Work. www.sofweb.vic.edu.au/catw.

Class Contact Thirty-six hours of meetings, workshops and reflection on practice across one semester or equivalent.

Assessment Common Assessment Task 50%. The Common Assessment Task is a student leadership and mentoring exposition. This task involves construction of inquiry, research and documentation of practice in student leadership and/or mentoring with accompanying reflective annotations and commentary. The exposition/portfolio will require students to demonstrate understanding of their experiences in student leadership and mentoring, as both a mentor and mentee (2000 words equivalent). Evaluation of pedagogies 50%. An inquiry into a range of student leadership and mentoring strategies developed in preparation for and trialled during their practice (1000 words or equivalent). Student leadership and mentoring report (Ungraded). Report of satisfactory engagement in at least 50 hours of student leadership and/or mentoring endorsed by a member of the staff of the University and if conducted externally, by a member of the relevant professional group or community organisation.

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SCHOOL OF HUMAN MOVEMENT, RECREATION AND PERFORMANCE

Below are details of courses offered by the School of Human Movement, Recreation and Performance in 2009. This information is also available online on the University’s searchable courses database at www.vu.edu.au/courses

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

BACHELOR OF EXERCISE AND HUMAN MOVEMENT/BACHELOR OF SPORT AND RECREATION MANAGEMENT (I)

Course Code ABHR

Campus Footscray Park

Introduction
The double degree in Exercise and Human Movement, and Sport and Recreation Management provides students with a sound knowledge and critical appreciation of the structure and practices of the Australian sport industry and the skills and understandings of human movement. The degree educates sport managers with particular strengths in exercise.

Course Objectives
• The objectives of the course are to produce graduates with: a sound knowledge of the structure and practices of the Australian sports industry;
• an understanding and appreciation of human movement as it is influenced by a variety of political, social, economic, cultural, biological and technological factors;
• a range of vocational skills that can be used to manage a variety of sport organisations and meet the needs of members, players, staff sponsors and other significant stakeholders;
• specific skills that will lead to employment in the fields of exercise science and human movement, such as sport science, sport psychology, sport coaching and the fitness industry;
• an ability to work independently, ethically and professionally in sporting clubs, state and national sporting bodies, leisure centres, sport stadium and major events facilities, community service organisations and sport management consultancies; and,
• an ability to adapt to the changing needs of industry, commerce and community, as well as the ability to take a leadership roles in promoting institutional and social change with social justice initiatives.

Course Duration
Double degree - four years.

Course Requirements
Students will be expected to complete all the core units of the course as listed in the course structure. Students will also be able to choose a number of elective units from any course of study.

Course Structure

Year 1
Semester 1
AHS1100 INTRODUCTION TO SPORT AND RECREATION 12 0.1250 1
AHS1111 SPORT HISTORY AND CULTURE 12 0.1250 1
AHS1200 SPORT AND RECREATION MANAGEMENT 12 0.1250 1
plus Elective 1
Semester 2
AHS1107 SPORT, LEISURE AND SOCIETY 12 0.1250 1
AHS3500 SPORT AND RECREATION FINANCIAL MANAGEMENT 12 0.1250 1
AHS7045 SPORT AND THE MEDIA 12 0.1250 1
plus Elective 2
Year 2
Semester 1
AHS1207 SPORT AND RECREATION CAREER DEVELOPMENT 1 12 0.1250 1
AHS3114 SPORT AND RECREATION FACILITY MANAGEMENT 12 0.1250 1
AHS3505 SPORT RECREATION AND SUSTAINABILITY 12 0.1250 1
plus Elective 3
Semester 2
AHS2111 SPORT SPONSORSHIP 12 0.1250 2
AHS7058 SPORT INDUSTRY DEVELOPMENT PROGRAM 12 0.1250 2
AHS3503 LEGAL ISSUES IN SPORT AND RECREATION 12 0.1250 1
plus Elective 4
Year 3
Semester 1
AHE1101 STRUCTURAL KINESIOLOGY 12 0.1250 2
AHE1103 PHILOSOPHY OF EXERCISE SCIENCE AND HUMAN MOVEMENT 12 0.1250 2
AHE2127 MOTOR LEARNING 12 0.1250 2
RBM1174 HUMAN PHYSIOLOGY 12 0.1250 2
Semester 2
AHE1202 BIOMECHANICS 12 0.1250 2
AHE1206 SPORT PSYCHOLOGY 12 0.1250 1
AHE2104 EXERCISE PHYSIOLOGY 12 0.1250 2
plus Elective 5
Year 4
Semester 1
AHE2100 EXERCISE PSYCHOLOGY 12 0.1250 1
AHE3112 CAREER AND PROFESSIONAL DEVELOPMENT 3 12 0.1250 1
plus Elective 6
plus Elective 7
Semester 2

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<td>plus Elective 9</td>
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Career Prospects
Graduates from the double degree in exercise and human movement / sport and recreation management course will be prepared to undertake professional responsibilities in a variety of sport and recreation settings. Graduates will find work in as a manager, administrator or sport scientist in professional sport and recreation clubs, state and national sport and recreation agencies, leisure centres, stadiums and facilities, community service organisations, all levels of government sport and recreation services, commercial sport and recreation services, and sports management consultancies.

Admission Requirements
- Prerequisites: Units 3 and 4 - a study score of at least 20 in English (any). Selection mode: CY12: ENTER and two stage process with a middle-band of approximately 20%.
- NONY12: Academic record, possible interview if required.

**BACHELOR OF SPORT AND RECREATION MANAGEMENT/BACHELOR OF BUSINESS - EVENT MANAGEMENT (I)**

**Course Code**: ABRE

**Campus**: Footscray Park

**Introduction**
The double degree in Sport and Recreation Management and Business Event Management provides students with a sound knowledge and critical appreciation of the structure and practices of the Australian sport and recreation industry and the skills, and understandings of business principles and events management. The degree educates sport and recreation managers with a particular emphasis on events management.

**Course Objectives**
The objectives of the course are to produce graduates with:
- a range of skills that can be used to manage a variety of sport and recreation organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders with a developed understanding of how to apply these skills for event management;
- skills in event management that can be applied in a diversity of service delivery settings, especially the sport and recreation industry;
- an ability to work independently, ethically and professionally in sporting clubs, state and national sporting and recreation agencies, leisure centres, sport stadium and major events facilities, community service organisations and sport management consultancies;
- an ability to adapt to the changing needs of the sport and recreation industry, commerce and community, as well as the ability to take a leadership role in promoting institutional and social change with social justice initiatives;
- an understanding and appreciation of the nature, role and significance of sport and recreation for individuals and social groups in its differing social, political and economic contexts;
- a practical understanding of the ongoing and project tasks and problems associated with leading and facilitating sport and recreation opportunities and managing events; and
- an understanding of, and commitment to, the benefits of quality sport and recreation and to the professional standards required in the provision of sport and recreational services.

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

**Course Requirements**
Students will be expected to complete all the core units of the course as listed in the course structure. Students will also be able to choose a number of elective units from any course of study.

**Course Structure**

**Year 1**

**Semester 1**

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**Semester 2**

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**Year 2**

**Semester 1**

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**Semester 2**

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**Year 3**

**Semester 1**

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BACHELOR OF SPORT AND RECREATION MANAGEMENT/BACHELOR OF BUSINESS MARKETING (I)

Course Code ABRK

Career Prospects
Graduates from the double degree in sport and recreation management / business event management course will be prepared to undertake professional responsibilities for both sport and recreation agencies as well as general event management operations. Graduates will find work as a manager or administrator in professional sport and recreation clubs, state and national sport and recreation agencies, leisure centres, stadiums and facilities, community service organisations, all levels of government sport and recreation services, commercial sport and recreation services, and event management businesses.

Admission Requirements
Prerequisites: Units 3 and 4 - a study score of at least 20 in English (any). Selection mode: CY12: ENTER and two stage process with a middle-band of approximately 20%. NONY12: Academic record, possible interview if required.
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Career Prospects
Graduates from the double degree in Sport and Recreation Management / Business Marketing course will be prepared to undertake professional responsibilities for both sport and recreation agencies as well as general marketing operations. Graduates will find work as a manager or administrator in professional sport and recreation clubs, state and national sport and recreation agencies, leisure centres, stadiums and facilities, community service organisations, all levels of government sport and recreation services, commercial sport and recreation services, and sports management consultancies.

Admission Requirements
Prerequisites: Units 3 and 4 - a study score of at least 20 in English (any). Selection mode: CY12: ENTER and two stage process with a middle-band of approximately 20%. NONY12: Academic record, possible interview if required.

BACHELOR OF SPORT AND RECREATION MANAGEMENT/BACHELOR OF BUSINESS MANAGEMENT (I)

Course Code ABRM

Campus Footscray Park

Introduction
The double degree in Sport and Recreation Management and Business Management provides students with a sound knowledge and critical appreciation of the structure and practices of the Australian sport and recreation industry and the skills and understandings of business principles and management skills. The degree educates sport and recreation managers with a particular emphasis on core management skills.

Course Objectives
The objectives of the course are to produce graduates with:
- a sound knowledge of the structure and practices of the Australian sport and recreation industry;
- a range of vocational skills that can be used to manage a variety of sport and recreation organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders;
- skills in generic business management that can be applied in a diversity of service delivery settings;
- an ability to work independently, ethically and professionally in sporting clubs, state and national sporting and recreation agencies, leisure centres, sport stadium and major events facilities, community service organisations and sport management consultancies; and
- an ability to adapt to the changing needs of the sport and recreation industry, commerce and community, as well as the ability to take a leadership role in promoting institutional and social change with social justice initiatives.

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

Course Requirements
Students will be expected to complete all the core units of the course as listed in the course structure. Students will also be able to choose a number of elective units from any course of study.

Course Structure

Year 1
Semester 1

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Semester 2

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BCO1102 INFORMATION SYSTEMS FOR BUSINESS 12 0.1250 2
BH01171 INTRODUCTION TO MARKETING 12 0.1250 3

Year 2
Semester 1
AHS1200 SPORT AND RECREATION MANAGEMENT 12 0.1250 1
AHS1207 SPORT AND RECREATION CAREER DEVELOPMENT 1 12 0.1250 1
BE01105 ECONOMIC PRINCIPLES 12 0.1250 3
BLO1105 BUSINESS LAW 12 0.1250 1

Semester 2
AHS1107 SPORT, LEISURE AND SOCIETY 12 0.1250 1
AHS2111 SPORT SPONSORSHIP 12 0.1250 1
AHS2300 EVENT MANAGEMENT IN SPORT AND RECREATION 12 0.1250 1
plus one of the following two units:
BM03220 HUMAN RESOURCE MANAGEMENT 12 0.1250 3
BM02181 OPERATIONS MANAGEMENT 12 0.1250 3

Year 3
Semester 1
AHS3114 SPORT AND RECREATION FACILITY MANAGEMENT 12 0.1250 1
BFP2001 PROFESSIONAL DEVELOPMENT 2 12 0.1250 3
plus one of the following two units:
BM03476 TRAINING AND DEVELOPMENT 12 0.1250 3
BM03320 INTERPERSONAL AND ORGANISATIONAL NEGOTIATION 12 0.1250 3
plus Sport Elective 1

Semester 2
AHS3113 ETHICS AND SOCIAL POLICY IN SPORT 12 0.1250 1
plus one of the following two units:
BM03420 HUMAN RESOURCE INFORMATION SYSTEMS 12 0.1250 3
BM02354 CONFERENCES AND MEETINGS MANAGEMENT 12 0.1250 3
plus one of the following two units:
BM03324 CONSULTING AND COUNSELLING 12 0.1250 3
BM03422 STRATEGIC MANAGEMENT 12 0.1250 3
plus one of the following two units:
BM03255 HUMAN RESOURCES MANAGEMENT EVALUATION 12 0.1250 3
BM03327 ORGANISATIONAL CHANGE AND DEVELOPMENT 12 0.1250 3
plus Sport Elective 2

Year 4
Semester 1
AHS3505 SPORT RECREATION AND SUSTAINABILITY 12 0.1250 1
BE01106 BUSINESS STATISTICS 12 0.1250 3
plus one of the following two units:
BLO2207 EMPLOYMENT LAW 12 0.1250 1
BM03421 MANAGING THE SERVICE ORGANISATION 12 0.1250 3
plus one of the following two units:
BM03323 EMPLOYEE RELATIONS MANAGEMENT 12 0.1250 3
BM01110 MANAGING KNOWLEDGE 12 0.1250 3

Semester 2
AHS3600 SPORT AND RECREATION CAREER DEVELOPMENT 12 0.1250 1
AHS7058 SPORT INDUSTRY DEVELOPMENT PROGRAM 12 0.1250 2
plus one of the following two units:
BM03325 HUMAN RESOURCES MANAGEMENT EVALUATION 12 0.1250 3
BM03327 ORGANISATIONAL CHANGE AND DEVELOPMENT 12 0.1250 3
plus Sport Elective 3

Career Prospects
Graduates from the double degree in sport and recreation management / business management course will be prepared to undertake professional responsibilities for both sport and recreation agencies as well as general business operations. Graduates will find work as a manager, administrator in professional sport and recreation clubs, state and national sport and recreation agencies, leisure centres, stadiums and facilities, community service organisations, all levels of government sport and recreation services, commercial sport and recreation services, and sports management consultancies.

Admission Requirements
Prerequisites: Units 3 and 4 - a study score of at least 20 in English (any). Selection mode: CY12: ENTER and two stage process with a middle-band of approximately 20%. NONY12: Academic record, possible interview if required.

BACHELOR OF SPORT AND RECREATION MANAGEMENT (I)
Course Code ABSR

Campus Footscray Park

Introduction
The aim of the course is to produce competent sport and recreation professionals who have practical management and leadership skills. The course provides students with a sound knowledge and a critical appreciation of the structure and practices of the Australian sport and recreation industry, and a commitment to sport and recreation such that they can be employed in a variety of positions in various sectors of the sport and recreation industry. The course seeks to graduate students who will promote lifelong sport and recreation participation by all sections of the community. Students will choose one of three major streams of study in Sport Management, Recreation Management or Outdoor Recreation when they apply for the course.
Course Objectives

The objectives, to be achieved through self-engagement in learning, include:

- an understanding and appreciation of the nature, role and significance of sport and recreation for individuals and social groups in its differing social, political and economic contexts;
- generic understandings and skills that enable professional effectiveness in sport and recreation settings (e.g. oral and written communication, self-reliance, teamwork, research);
- a knowledge of the functions of sport and recreation managers in a range of sport and recreation management roles that are suitable for application in a variety of sport and recreation service organisations (professional sport and recreation clubs, state and national sport and recreation agencies, leisure centres, stadiums and facilities, community service organisations, outdoor recreation service providers, all levels of government sport and recreation services, commercial sport and recreation services, and sports management consultancies);
- understanding and application of management skills (planning, human resource management, marketing, financial control, performance evaluation) to sport and recreation services;
- an understanding of leadership functions and the possession of a range of leadership skills that can be applied in sport and recreation delivery and facilitation;
- a practical understanding of the ongoing and project tasks and problems associated with leading and facilitating sport and recreation opportunities and managing sport and recreational organisations; and
- an understanding of, and commitment to, the benefits of quality sport and recreation and to the professional standards required in the provision of sport and recreational services. To achieve these objectives and produce ‘job ready’ graduates appropriate work integrated learning experiences and associated assessment will be incorporated in new and existing units of study.

Course Duration

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

Course Structure

Students are required to choose from either the Sport Management Stream, Outdoor Recreation Stream or Recreation Management Stream.

Sport Management Stream

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Elective options for Sport Management students

Sport Management major students need to choose one elective unit as part of their enrolment in the first semester of their course. Students need to add one elective to their enrolment for semester 1. Although electives can be any unit that a student wants to choose, the following electives have been designed to fit in your timetable:

Suggested Electives

| AHS1106 RECREATION ACTIVITY LEADERSHIP | 12 | 0.1250 | 1 |
| AHX0010 OLYMPIC STUDIES | 12 | 0.1250 | 1 |
| AHS1202 RECREATION PROGRAMMING | 12 | 0.1250 | 1 |

Sunbury Campus option:

| AHS0114 FOOTBALL STUDIES | 12 | 0.1250 | 1 |

Outdoor Recreation Stream

<p>| Year | Semester 1 | | | |</p>
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<td>plus Sport elective 4</td>
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<tr>
<td><strong>Career Prospects</strong></td>
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</table>

Graduates from the sport and recreation course will be prepared to undertake professional responsibilities in a variety of sport and recreation settings. Graduates will find work in professional sport and recreation clubs, state and national sport and recreation agencies, leisure centres, stadiums and facilities, community service organisations, outdoor recreation service providers, all levels of government sport and recreation services, commercial sport and recreation services, and sports management consultancies.
Admission Requirements
Prerequisites: Units 3 and 4 - a study score of at least 20 in English (any). Selection mode: CY12: ENTER and two stage process with a middle-band of approximately 20%.
NONY12: Academic record, possible interview if required.

GRADUATE DIPLOMA IN CLINICAL EXERCISE PRACTICE
Course Code AGCE

Campus Footscray Park

Introduction
The Graduate Diploma in Clinical Exercise Practice will provide ALL of the technical and professional knowledge, skills and competencies necessary for Clinical Exercise Physiologists (AAESS-Accredited Exercise Physiologists). Accreditation as an AEP is the only pathway to the compensable schemes available to Clinical Exercise Physiologists, comprising Medicare, WorkCover, Comcare, Veterans Affairs and TAC (pending, as well as schemes supported by health insurers such as NIB and Medibank.

This course has been designed to address all of the necessary accreditation criteria for AEPs, without compromising academic standards or diluting academic freedom. It contains the most up-to-date curricula in the field, and features multi- and inter-disciplinary approaches to learning, flexible and online learning, carefully constructed and validated assessment tasks, and extensive and carefully designed learning in the workplace content using a number of approaches that have worked well in other courses within the Graduate Program in Exercise Rehabilitation.

Course Objectives
• This course aims to: build on the skills, attributes, and knowledge developed in the new Undergraduate Clinical Exercise Practice course;
• to provide the final year of a new 3 + 1 Program that will lead to the most direct pathway to accreditation as an AAESS-Accredited Exercise Physiologist and a career as a clinical exercise practitioner;
• to prepare those students who do not wish to practise clinical exercise to either practise exercise science with apparently healthy clientele or continue with further study in the exercise sciences;
• to prepare students for further postgraduate studies in the clinical exercise sciences, if desired.

Course Structure
Year 1
Semester 1

<table>
<thead>
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Semester 2

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**Please note that this course is being reviewed and the semester 2 units will be changed for 2009**

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

Career Opportunities
Graduates of the Graduate Diploma in Clinical Exercise Practice may gain accreditation as an AAESS-Accredited Exercise Physiologist and/or a Clinical Exercise Practitioner.

MASTER OF APPLIED SCIENCE - CLINICAL EXERCISE PRACTICE
Course Code AMCE

Campus Footscray Park

Introduction
This course is designed to produce graduates with expertise in exercise and sport science who will understand the scientific bases of exercise and sport performance; be able to apply and effectively evaluate fitness and performance levels; prescribe exercise/training programs to enhance existing levels; be able to effectively communicate those prescriptions to their clients and understand and appreciate the ethical dimensions and implications of this role as well as prescribe exercise and training techniques which emphasise injury prevention.

Master of Applied Science — Clinical Exercise Practice is a 2 year full time (or part time equivalent) postgraduate program to train students in the clinical uses of exercise, in order to prepare graduates to apply for accreditation and work as exercise physiologists. This program offers a postgraduate pathway into clinical exercise practice for graduates from non-traditional backgrounds (ie: not exercise science graduates). The first year of this program is the Graduate Diploma in Exercise Science (HGXS). Also, this program is complementary to the Master of Applied Science — Exercise Rehabilitation offered at Victoria University and leads to similar graduate outcomes.

Course Objectives
The objective of the course is to produce graduates who will be eligible via the accrediting authority, the Australian Association for Exercise and Sports Science (AAESS), to practise clinical exercise physiology as AAESS-Accredited Exercise Physiologists.

Admission Requirements
To qualify for admission to the course applicants must hold an undergraduate degree in a related physical education or human science area such as physiotherapy, occupational therapy, or biomedical science. Selection of students will also take into account current involvement in areas related to the coaching, promotion or direction of exercise. Some applicants may be required to undertake bridging studies.

Course Duration
The course is offered over two years on a full-time basis or part-time equivalent

Course Structure
The course is delivered over three or four evenings per week.

Year 1
Semester 1
SCHOOL OF HUMAN MOVEMENT, RECREATION AND PERFORMANCE

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**Semester 2**

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The unit of study AHH5160 consists of eight hours of class work and 70 hours of fieldwork per semester.

**EXIT POINT**
After completing year one, students can exit and be awarded the Graduate Diploma in Exercise Science.

**Year 2**

**Semester 1**

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The unit of study AHX5069 consists of four hours class work and 35 hours Work Integrated Learning.

**Semester 2**

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The unit of study AHX5070 consists of eight hours class work and 140 hours of Work Integrated Learning.

**DOCTOR OF PHILOSOPHY**

**Course Code APHA**

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**Introduction**

The School of Human Movement, Recreation and Performance offers PhD research programs in many areas of specialisation such as:

- Leisure studies;
- Social gerontology;
- Recreation management;
- Recreation and disability;
- Philosophy of sport; and
- Embodiment.

**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.

Initial contact should be made with the Faculty Postgraduate Studies Coordinator to clarify their proposed area of research. Applicants will need to discuss the availability of suitable supervision for their program and any facilities they will require.

**Course Duration**

The standard duration of a PhD program is 48 months (four years) of full-time study or part-time equivalent.

**Course 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 the unit Laboratory Skills for Exercise Physiology. As well, all students are required to undertake, and successfully complete, an appropriate research design unit of study normally in the first semester of study.

**Career Prospects**

Careers may include: researcher, lecturer, career professional development.

**DOCTOR OF PHILOSOPHY**

**Course Code APHS (International)**

<table>
<thead>
<tr>
<th>Campus</th>
<th>City Flinders and Footscray Park</th>
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</table>

**Introduction**

The School of Human Movement, Recreation and Performance offers PhD research programs in many areas of specialisation such as:

- Exercise neuroscience (motor control);
- Motor learning and skill acquisition;
- Exercise biochemistry;
- Biomechanics;
- Exercise science;
- Exercise physiology;
- Sport psychology; and
Exercise psychology
Course Duration
The standard duration of a PhD program is 48 months (four years) of full-time study or part-time equivalent.

Course 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 the unit Laboratory Skills for Exercise Physiology. As well, all students are required to undertake, and successfully complete, an appropriate research design unit of study normally in the first semester of study.

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.

Initial contact should be made with the Faculty Postgraduate Studies Coordinator to clarify their proposed area of research. Applicants will need to discuss availability of suitable supervision for their program and any facilities or support they will require.

Career Prospects
Careers may include: researcher, lecturer, career professional development.

BACHELOR OF EXERCISE SCIENCE AND HUMAN MOVEMENT (I)
Course Code HBEM
Campus Footscray Park

Introduction
This course provides the foundation knowledge and skills for entry into professional careers in exercise and sport.

Course Objectives
The aims of the Bachelor of Exercise Science and Human Movement course are to:
• develop the biological and social scientific knowledge and professional skills that underpin practice in exercise and sport science;
• foster independent and collaborative learners who can communicate well in professional settings;
• develop cultural competence, that is, the ability to work effectively in socially and culturally diverse communities and settings;
• provide an opportunity through a structured Exercise and Sport Science stream to specialise and gain (Australian Association for Exercise and Sports Science) accreditation as an Exercise Scientist to provide exercise interventions for apparently healthy populations, including high performance and recreational athletes;
• provide an opportunity through a structured Clinical Exercise Science stream to specialise and gain (Australian Association for Exercise and Sports Science) accreditation as a Clinical Exercise Practitioner to provide exercise interventions with people living with, or at risk of, chronic disease, injuries, or disabilities;
• provide an opportunity through the more general Human Movement stream to tailor the course to suit professional and personal interests in exercise and sport, but in areas of that do not require professional accreditation.

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

Course Structure
Clinical Exercise Science Stream

Year 1

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Year 2

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Exercise and Sport Science Stream

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plus elective

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plus two electives

Human Movement Stream

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Elective 3

Elective 4

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Elective 5

Elective 6

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FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Elective 7
Elective 8
Elective 9

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.

BACHELOR OF APPLIED SCIENCE - SPORT SCIENCE (GOLF)

Course Code HBGS

Campus Footscray Park
(This course is full-fee only)

Introduction
Continuing Students Only

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 Objectives
• The aims of the course are to: develop and improve the golf playing skills and knowledge of students aspiring to play the game of golf professionally.
• produce knowledgeable and highly skilled teachers and coaches for the development of the game of golf.

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).

Course Structure

No student intake in 2009

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Admissions Requirements

Both Australian and international students to take part in the Golf Program. Read on to find out what you need to do to apply.

Australian Students
Successful completion of an Australian Year 12 (or equivalent qualification), plus demonstrated involvement in and understanding of the game of golf.
Entry into the course will be based on ENTER score, golf handicap, interview, current involvement and interest in golf and other relevant qualifications (such as Level 1 coaching course).
Applicants who do not 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 (SPORT ADMINISTRATION)/BACHELOR OF BUSINESS (MARKETING)

Course Code HBKS

Campus Sunbury

Introduction
For Continuing Students Only

This 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.

Course Objectives

The aim of the course is twofold. The first aim is to provide students with both a sound knowledge and critical appreciation of the structure and practices of the Australian sports
and events industry. The second aim is to provide students with a broad range of business and sport-related vocational skills which can be used to assist the development of organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders.

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

Course Structure

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Career Prospects
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 units of study may meet the academic requirements for admission to the Australian Marketing Institute, the Market Research Society of Australia and the Australian Economics Society.

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

BACHELOR OF RECREATION MANAGEMENT
Course Code HBML

Campus Footscray Park and Melton

Course Objectives
Continuing Students Only
This course aims to:

• produce competent recreation professionals who have practical recreation management and leadership skills and thus can be employed in a variety of positions in various sectors of the recreation industry;
• develop underlying understandings and commitment that will enhance their contribution to the recreation industry and the community;
• produce graduates who will promote life long recreation participation for all sections of the community.
Course Duration
The course is offered over three years on a full-time basis or part-time equivalent.

Course Structure

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Year 3

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Plus Elective 4

Recreation and Outdoor Activity Electives

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All electives are offered subject to sufficient enrolments

Professional Recognition
Graduates of this course will be eligible for membership of the following bodies:
- Park and Leisure Australia (PLA)
- Australian Council for Health Physical Education and Recreation (ACHPER)

Admission Requirements
To qualify for admission to the course, applicants must have successfully completed the Victorian Certificate of Education (VCE) with a pass in Units 3 & 4 English. Applicants who do not meet these criteria may be eligible to apply under the Alternative Category Entry Scheme.

BACHELOR OF EXERCISE SCIENCE AND HUMAN MOVEMENT/BACHELOR OF PSYCHOLOGY (I)

Course Code HBMP

Campus Footscray Park

Introduction
This course provides the foundation knowledge and skills for entry into professional careers in exercise and sport, health and rehabilitation, and biomedical sciences.

Course Objectives
The objectives of the course are to:
- develop the biological and social scientific knowledge and professional skills that underpin practice in exercise and sport science, health and rehabilitation, and biomedical sciences;
- foster independent and collaborative learners who can communicate well in professional settings;
- develop cultural competence, that is, the ability to work effectively in socially and culturally diverse communities and settings;
- prepare graduates for entry into studies which satisfy the academic requirements for professional accreditation with the Victorian Psychologists’ Registration Board.

**Course Duration**
Four years on a full-time basis or part-time equivalent.

**Course Structure**

**Year 1**

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**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.

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

**Course Code** HB/M 

**Campus** Sunbury

**Introduction**
For Continuing Students Only
This 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.

Course Objectives

The aim of the course is twofold. The first is to provide students with both a sound knowledge and critical appreciation of the structure and practices of the Australian sports and events industry. The second is to provide students with a broad range of business and sport-related vocational skills, which can be used to assist the development of organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders.

Course Duration

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.

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Plus one of the following two units:

- BMO3220 HUMAN RESOURCE MANAGEMENT
- BMO3422 STRATEGIC MANAGEMENT

### Year 3

**Semester 1**

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| OR
| BMO3320      |       |         |

**OR**

- BMO2181 OPERATIONS MANAGEMENT
- AHS3113 ETHICS AND SOCIAL POLICY IN SPORT

Plus Sport Elective 1

**Semester 2**

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| OR
| BMO2181      |       |         |

**OR**

- BMO1110 MANAGING KNOWLEDGE
- AHS3111 SPORT EVENT ADMINISTRATION

### Year 4

**Semester 1**

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| OR
| BM01110      |       |         |

**OR**

- AHS7057 SPORT INDUSTRY RESEARCH PROJECT
- BNO3325 HUMAN RESOURCES MANAGEMENT EVALUATION

### Semester 2

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An example of Electives that may be offered:

- (S) = Service Management Stream
- (H) = Human Resource Management Stream

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Career Prospects
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).

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.

BACHELOR OF APPLIED SCIENCE - PHYSICAL EDUCATION (SECONDARY) (I)

Course Code HBPY

Campus Footscray Park

Introduction
The course provides the foundation knowledge and skills required for a professional career in physical education teaching at the secondary level.

Course Objectives
- The objectives of the course are to: develop an understanding of the biological and social scientific knowledge and practical skills that underpin secondary school teaching;
- provide an opportunity for students to develop additional specialist areas;
- foster independent and collaborative learners who can communicate well in professional settings;
- develop cultural competence, that is, the ability to work effectively in socially and culturally diverse communities and settings.

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

Course Structure
Year 1

Semester 1

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Year 2

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Elective 1

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Elective 3

Elective 4

Semester 2

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Elective 5

Elective 6

Units of study offered
Elective credit points are available principally for the development of a second teaching method. One elective hour has a value of four credit points. Students will be advised of recommended and available units of study to satisfy the requirements of respective teaching methods.

**Career Prospects**

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.

**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.

### Bachelor of Arts (Sport Administration)/Bachelor of Business (Event Management)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Campus</th>
<th>Course Objectives</th>
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<tbody>
<tr>
<td>HBSE</td>
<td>Sunbury</td>
<td>For continuing students only. This course aims to provide students with both a sound knowledge and critical appreciation of the structure and practice of the Australian sport industry. The course is directed to employment in sporting clubs, state and national sporting bodies, leisure centres, sport stadia and major events facilities, community service organisations, and sport management consultancies. The course aims to provide students with the necessary skills to work in the event sector in addition to developing a sound business education.</td>
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**Course Duration**

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

**Course Structure**

Continuing students only

#### Year 1

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#### Year 3

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**Semester 2**

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**Sport Elective 2**

#### Year 4

**Semester 1**

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**Semester 2**

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**Career Prospects**

Students will attain the skills necessary for employment in sporting clubs, state and national sporting bodies, leisure centres, sport stadium and major event facilities.

**Admission Requirements**

To qualify for admission to the course applicants must have successfully completed the Victorian Certificate of Education (VCE) with a pass in Units 3 & 4 English with a study score of 20. Applicants who do not meet these criteria may be eligible to apply under the Alternative Category.
Bachelor of Exercise Science and Human Movement/Bachelor of Arts (Sport Administration)

Course Code: HBSH

Campus: Footscray Park and Sunbury

Course Objectives

For Continuing Students Only

This course aims to produce graduates who have the following attributes:

• a sound knowledge of the structure and practices of the Australian sports industry;
• an understanding and appreciation of human movement as it is influenced by a variety of political, social, economic, cultural, biological and technological factors;
• a broad range of vocational skills that can be used to manage a variety of sport organisations and meet the needs of members, players, staff sponsors and other significant stakeholders;
• specific skills that will lead to employment in the fields of exercise science and human movement, such as sport science, sport psychology, sport coaching and the fitness industry;
• an ability to work independently, ethically and professionally in sporting clubs, state and national sporting bodies, leisure centres, sport stadiums and major events facilities, community service organisations and sport management consultancies;
• an ability to adapt to the changing needs of industry, commerce and community, as well as the ability to take a leadership role in promoting institutional and social change with social justice initiatives.

Course Duration

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

Course Structure

Year 1

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<tr>
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plus one Sports elective

Year 2

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plus three Sports electives

Year 3

Semester 1

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Semester 2

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Elective 1

Year 4

Semester 1

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Elective 2

Elective 3

Semester 2

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Elective 4

Elective 5

Electives will be advised each year.

Career Prospects

Students will attain the skills necessary for employment in sporting clubs, state and national sporting bodies, sport leagues, major venues and facilities, event management organisations, sports marketing consultancies, player agent organisations, and government agencies with a sport focus. Students will also attain the skills necessary for employment in careers related to the field of Exercise and Sport Science, including rehabilitation, coaching community health and fitness leadership.

Professional Recognition

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

Admission Requirements

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

Bachelor of Arts - Sport Administration
Course Code HBSP

Campus Sunbury

Course Objectives

For Continuing Students Only

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.

This 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.

Course Duration

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

Course Structure

Continuing students only

Year 2

Semester 1

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Year 2

Semester 2

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Year 3

Semester 1

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Year 3

Semester 2

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Career Prospects

Students will attain the skills necessary for employment in sporting clubs, state and national sporting bodies, sport leagues, major venues and facilities, event management organisations, sports marketing consultancies, player agent organisations, and government agencies with a sport focus. Students’ 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).

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.

Bachelor of Applied Science Sports Science (Tennis)

Course Code HBTS

Campus Footscray Park

Introduction

Continuing Students Only

The Bachelor of Applied Science - Sport Science (Tennis) degree has been developed to meet the needs of the tennis industry both within Australia and internationally. It is suitable for those students interested in professional tennis playing and/or tennis coaching. It is the only degree in the world that offers skills related to the science of tennis 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 on Campus as well as on the tennis court. It provides specialist education and practical skills training in a range of areas including: sport coaching, professional tennis management, nutrition, sport psychology, biomechanics and tennis practice.

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: 5.5 IELTS score. This course is a full-fee paying course for both local and international students.

Course Duration
To obtain the Bachelor of Applied Science - Sport Science (Tennis) degree, one year of full-time study (over three semesters) must be completed after obtaining the Diploma of Sport and Recreation - Tennis (two years - four semesters of full-time study).

Course Structure
No student intake in 2009

Year 1
Semester 1

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Semester 2

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Semester 4

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GRADUATE DIPLOMA IN EXERCISE FOR REHABILITATION (I)
Course Code HGEX

Campus Footscray Park

Course Objectives
The course aims to:
- produce graduates with considerable knowledge and expertise in the application of exercise in the field of preventive medicine and rehabilitation;
- equip graduates with specific skills and competencies in the areas of cardiovascular, metabolic, respiratory, musculo-skeletal and neurological rehabilitation, which will assist in gaining accreditation with the Australian Association of Exercise and Sport Science (AAESS);
- provide graduates with extensive industry experience in the form of a 20 week internship; and
- facilitate close and extended contact between students and potential employers.

Admission Requirements
To qualify for admission to the course, an applicant must have successfully completed a Bachelor of Applied Science with a major in Human Movement, or equivalent. Students who have graduated with the Graduate Diploma in Exercise for Rehabilitation, or an equivalent degree, in the years 1993-1999 (inclusive) are eligible for admission to the Master of Applied Science - Exercise Rehabilitation with advanced standing. Admission may also be granted to applicants who are qualified allied health or medical practitioners, but these applicants are usually better served by the Master of Applied Science – Clinical Exercise Practice (AMCE) program available at Victoria University.

Course Duration
The Course 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 1

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Semester 2

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Students may elect to take the unit Exercise for Rehabilitation Fieldwork part-time. They would then enrol in
| AHX5071 | EXERCISE FOR REHABILITATION FIELDWORK (PART-TIME) | 6            | 0.0630 | 2       |

GRADUATE DIPLOMA IN LOSS AND GRIEF COUNSELLING
Course Code HGLC
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Campus Footscray Park
Course Objectives
For Continuing Students Only
The course aims to:
• have students understand a range of losses both normative and non-normative which accompany the lifespan;
• assist students to conceptualise loss and grief as it affects individuals according to gender, ethnic background and at varying stages of development through the examination of relevant theoretical frameworks and perspectives;
• have students demonstrate skill in working as a grief educator;
• introduce students to a range of counselling theories and interventions pertinent to the area of loss and grief; and
• have students critically examine selected theoretical models in relation to disasters or unexpected traumatic events and interventions.

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 Duration
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 1

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Semester 2

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Graduate Certificate in Loss and Grief Counselling

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*These units of study will be taught at the St Albans Campus. All other units of study will be taught at the City, Flinders Lane Campus.

GRADUATE DIPLOMA IN SPORT BUSINESS

Course Code HGSB

Campus City Flinders

Introduction
Students must enrol in HMSB Master of Sport Business.
HGSB - Graduate Diploma in Sport Business is an exit point only.
This course is directed to people who wish to develop their sport management skills in general, and their professional competencies in the fields of finance, marketing, leadership, governance and strategy.

Course Objectives
This course 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 that develops professional skills, values, and knowledge to be applied in the sport industry;
• the competencies to assist sport organisations in their design and implementation of policies, plans and projects;
• an understanding of, and an appreciation for the nature, role and significance of sport in contemporary society;
• a range of professional skills, with an emphasis on finance, marketing, leadership, governance and strategy; and
• an understanding of the sport industry’s special customer service and community needs, which demands the highest ethical and professional standards.

Course Duration
The graduate diploma component is two semesters on a full-time basis or part-time equivalent.

Course Structure
Students must complete 96 credit points from the following units to exit with the Graduate Diploma in Sport Business.

<table>
<thead>
<tr>
<th></th>
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<th>EFTSL</th>
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GRADUATE DIPLOMA IN EXERCISE SCIENCES (I)

Course Code HGXS

Campus Footscray Park

Introduction
This course is designed to produce graduates with expertise in exercise and sport science who will understand the scientific bases of exercise and sport performance; be able to apply and effectively evaluate fitness and performance levels; prescribe exercise/training programs to enhance existing levels; be able to effectively communicate those prescriptions to their clients and understand and appreciate the ethical dimensions and implications of this role as well as prescribe exercise and training techniques which emphasise injury prevention.

This course forms the first year of the Master of Applied Science – Clinical Exercise Practice (AMCE).

Course Objectives
The objective of this course is to provide students from non-traditional backgrounds (ie: not exercise science) with relevant studies in exercise science as a basis for professional training leading to accreditation and work as exercise physiologists. Completion of this course alone will not satisfy criteria for exercise physiology accreditation with the Australian Association of Exercise and Sports Science (AAESS).

Admission Requirements
To qualify for admission to the course applicants must hold an undergraduate degree in a related physical education or human science area such as physiotherapy, occupational therapy, or biomedical science. Selection of students will also take into account current involvement in areas related to the coaching, promotion or direction of exercise. Some applicants may be required to undertake bridging studies.

Course 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 or four evenings per week.

Semester 1

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</table>

Eight lecture hours in total plus 70 hours of fieldwork.

Articulation
Graduates will be eligible for admission to the Master of Applied Science - Human Performance with advanced standing.

BACHELOR OF APPLIED SCIENCE (HONOURS) - HUMAN MOVEMENT (I)

Course Code HHHM

Campus Footscray Park

Course Objectives
The aims of the course are to:
• promote the development of the student as an independent researcher in a specific human movement related discipline;
• prepare students for entry into research oriented graduate courses in human movement; and
• promote the development of scholarly inquiry across the wide range of human movement disciplines.

Course Duration
The course is offered over one year on a full-time basis.

Course Requirements
The following should be read in conjunction with the Faculty Regulations and the University Statutes and Regulations.

Academic Progress:
Students must receive a satisfactory progress report at the end of the first semester of study.
Unsatisfactory Progress:
Students who receive an N grade for the Honours Thesis will be deemed to have failed the course.

Graduation Requirements:
In order to be awarded a Bachelor of Applied Science (Honours) - Human Movement students must pass the thesis, make any suggested corrections/revisions to the satisfaction of the supervisor and the Honours Courses Committee, and submit one hardbound copy of the thesis to the Honours Co-ordinator.

Course Structure
Semester 1

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Admission Requirements
To qualify for admission to the course, applicants must have successfully completed the University’s Bachelor of Applied Science - Human Movement, or its equivalent, with a Credit (C) average and a Distinction (D) in units of study related to the intended discipline of Honours study.

Entry into the Honours course will normally occur not more than two years after the completion of the first degree.

BACHELOR OF ARTS (HONOURS) - RECREATION MANAGEMENT

Course Code HHRM

Campus Footscray Park

Course Objectives
The aims of the course are to:
• promote the development of recreation related research and professional expertise beyond the pass degree level;
• prepare students for entry into research oriented graduate courses in recreation; and
• promote the development of scholarly inquiry across the wide range of disciplines focusing on recreation.

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

Course Requirements
The following should be read in conjunction with the Faculty Regulations and the University Statutes and Regulations.

Academic Progress
Students must receive a satisfactory progress report at the end of the first semester of study.

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

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

Course Structure
Semester 1

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Students approved to undertake the Honours year on a part-time basis will be required to enrol in the unit of study AHR4432 Honours Thesis (part-time) (24 credit points) over four semesters.

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 units of study directly related to the intended discipline of Honours study.

Entry into the Honours course will normally occur not more than two years after the completion of the first degree.

BACHELOR OF ARTS (HONOURS) - SPORT ADMINISTRATION (I)

Course Code HHSA

Campus Sunbury

Course Objectives
The aims of the course are to:
• promote the development of sport administration and management related research and professional expertise beyond the pass degree level;
• prepare students for entry into research orientated graduate courses in sport administration and management; and
• promote the development of scholarly inquiry across the wide range of disciplines focusing on sport administration and management.

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

Course Requirements
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 one hardbound copy of the thesis to the Honours Co-ordinator.

Course Structure
Year 1 (full-time option)
Semester 1

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Semester 2

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Year 1 (part-time option)
Semester 1

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Semester 2

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Year 2
Semester 1

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Semester 2

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Admission Requirements
To qualify for admission to the course applicants must have successfully completed the University’s Bachelor of Arts (Sport Administration) or Bachelor of Arts (Sport Administration)/Bachelor of Business (Management) or Bachelor of Arts (Sport Administration)/ Bachelor of Business (Marketing) or Bachelor of Arts (Sport Administration)/ Bachelor of Business (Event Management) or equivalent. An applicant will usually have attained a Distinction (D) average throughout their undergraduate degree in order to qualify for admission to the course.

Entry into the Honours course will normally occur not more than two years after the completion of the first degree.

MASTER OF APPLIED SCIENCE - EXERCISE REHABILITATION (I)

Course Code: HMER

Campus: Footscray Park

Course Objectives
The course aims to:
- produce graduates with considerable knowledge and expertise in the application of exercise in the field of preventive medicine and rehabilitation;
- equip graduates with specific skills and competencies in the areas of cardiovascular, metabolic, respiratory, musculo-skeletal and neurological rehabilitation, which will assist in gaining accreditation with the Australian Association of Exercise and Sport Science (AAESS);
- provide graduates with extensive industry experience in the form of a 20-week internship;
- facilitate close and extended contact between students and potential employers.

Admission Requirements
To qualify for admission to the course, an applicant must have successfully completed a Bachelor of Applied Science with a major in Human Movement, or equivalent. Students who have graduated with the Graduate Diploma in Exercise for Rehabilitation, or an equivalent degree, in the years 1993-1999 (inclusive) are eligible for admission to the Master of Applied Science - Exercise Rehabilitation with advanced standing. Admission may also be granted to applicants who are qualified allied health or medical practitioners, but these applicants are usually better served by the Master of Applied Science — Clinical Exercise Practice (AMCE) program available at Victoria University.

Course 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 (HGEX)
Year 1

Semester 1

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Semester 2

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Students can undertake Exercise for Rehabilitation Fieldwork part time

Details are below:

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Master of Applied Science - Exercise Rehabilitation
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Year 2
Semester 1
AHX6042 CASE MANAGEMENT 12 0.1250 2
AHX5180 PSYCHOLOGY FOR REHABILITATION 12 0.1250 2
plus one of the following two units:
AHX6041 EXERCISE PRESCRIPTION FOR CARDIORESPIRATORY AND METABOLIC CONDITIONS 12 0.1250 2
AHX5029 EXERCISE PRESCRIPTION FOR WORK 12 0.1250 1
plus one of the following two units:
RBM5510 NEUROL AND NEUROMUSCULAR DIS FOR EXE REHAB 12 0.1250 2
RBM5610 CLINICAL NUTRITION 12 0.1250 2

Semester 2
AHX6043 EXERCISE FOR REHABILITATION CLINICAL PRACTICE (FULL-TIME) 48 0.5000 2
Students can undertake Exercise for Rehabilitation Clinical Practice part time
Details are below:
AHX6044 EXERCISE FOR REHABILITATION CLINICAL PRACTICE (PART-TIME) 16 0.1670 2

MASTER OF APPLIED SCIENCE - HUMAN PERFORMANCE
Course Code HMHP

Campus Footscray Park

Course Objectives
Continuing Students Only
The aims of the course are to:
• extend the practical skills and knowledge learned in the Graduate Diploma in Exercise for Rehabilitation and in the Graduate Diploma in Exercise and Sport Sciences into the area of applied research; and
• produce graduates who are able to conduct, supervise and evaluate applied research relevant to exercise for rehabilitation or exercise and sport sciences.

Admission Requirements
To qualify for admission to the Master of Applied Science, applicants would normally have:
• satisfactorily completed an undergraduate degree or diploma as detailed in the Admission Requirements for the relevant Graduate Diploma, which will form the coursework component of the Masters program. Applicants must have attained a minimal average of Credits (C), or equivalent, throughout the course and/or Distinctions (D), or equivalent, in the final year, as approved by the School and/or attained sufficient industrial and/or research expertise which, in the view of the School, warrants such entry; or
• satisfactorily completed either the Graduate Diploma in Exercise for Rehabilitation or the Graduate Diploma in Exercise and Sport Sciences, or an equivalent, and have attained a minimal average of Second Class Honours (H2A), or equivalent, as approved by the School.

Course 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 1
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Course 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 equivalent, and attained a minimum average of Upper Second Class Honours (H2A), or 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.

MASTER OF SPORT BUSINESS (I)
Course Code HMSB

Campus City Flinders Lane

Introduction
This course is directed to people who wish to strengthen their professional competencies in the field of sport management. As well as developing skills in finance, marketing, leadership, governance, and strategy, it also builds skills in sport-project management. It has a strong industry focus, and uses cases and critical incidents to ensure effective and practical learning outcomes.
Course Objectives

The program aims to produce graduates with the professional skills, values, and knowledge necessary for successful employment as managers in the sport business industry. Specifically, graduates will develop:

- a sound, vocationally-based education that develops a range of professional skills, values, and knowledge to be applied in the sport industry;
- the competencies to lead sport organisations in the design and implementation of major policies, plans and projects;
- an understanding of, and an appreciation for, the nature, role and significance of sport in contemporary society;
- the capacity to service individual, community and industry needs and at the same time meet the highest ethical and professional standards.

Course Duration

Graduate Diploma in Sport Business - Exit point only

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

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Admission Requirements

To qualify for admission to the course applicants must hold a degree in a relevant area. Applicants who do not meet the academic requirements but who can demonstrate substantial experience may be considered for selection.

In addition to satisfying the admission requirements for Australian resident students or demonstrating equivalence, overseas students and students of non-English speaking backgrounds must provide evidence of proficiency in the English language.

DOCTOR OF PHILOSOPHY (RESEARCH)

Course Code HPCA

Campus Footscray Park

Admission Requirements

This is a Doctoral program by Research. Contact in the first instance should be made through the Student Advice Officer for Postgraduate studies in the Faculty of Arts, Education and Human Development or the particular school in which you may wish to do your Doctorate.

DOCTOR OF PHILOSOPHY

Course Code HPPA

Campus City Flinders and Footscray Park

Introduction

Continuing Students Only

The School of Human Movement, Recreation and Performance offers PhD research programs in many areas of specialisation such as:

- Exercise Biochemistry;
- Leisure Studies;
- Social Gerontology;
- Biomechanics;
- Recreation Management;
- Recreation and Disability;
- Exercise Science;
- Exercise Physiology;
- Sport Psychology;
- Exercise Psychology;
- Philosophy of Sport;
- Performance Making;
- Philosophy and Social Theory of Performance; and
- Embodiment.

Course Duration

The standard duration of a PhD program is 36 months (three years) of full-time study or part-time equivalent.

Course 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 AHX6040 Laboratory skills for Exercise Physiology.

All students are required to undertake, and successfully complete, an appropriate research design unit of study normally in the first semester of study.
Admission Requirements
For International Students only. To qualify for admission to the Doctor of Philosophy applicants must have a Master degree or four-year undergraduate degree with honours at first class (H1) or upper second class (H2A) level.
Applicants who do not meet the normal admission requirements may be admitted upon demonstration of exceptional background and experience.

DOCTOR OF PHILOSOPHY
Course Code HPPP
Campus City Flinders and Footscray Park

Introduction
The School of Human Movement, Recreation and Performance offers PhD research programs in many areas of specialisation such as:
- Exercise Biochemistry;
- Leisure Studies;
- Social Gerontology;
- Biomechanics;
- Recreation Management;
- Recreation and Disability;
- Exercise Science;
- Exercise Physiology;
- Sport Psychology;
- Exercise Psychology;
- Philosophy of Sport;
- Performance Making;
- Philosophy and Social Theory of Performance; and
- Embodiment.

Course Duration
The standard duration of a PhD program is 36 months (three years) of full-time study or part-time equivalent.

Course 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 AHX6040 Laboratory skills for Exercise Physiology.
All students are required to undertake, and successfully complete, an appropriate research design unit of study normally in the first semester of study.

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.

DOCTOR OF PHILOSOPHY (I)
Course Code HPPH
Campus City Flinders and Footscray Park

Course Duration
The standard duration of a PhD program is 36 months (three years) of full-time study or part-time equivalent.

Course 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.

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.

DOCTOR OF PHILOSOPHY
Course Code HPPPL
Campus City Flinders and Footscray Park

Introduction
Continuing Students Only
The School of Human Movement, Recreation and Performance offers PhD research programs in many areas of specialisation such as:
- Exercise Biochemistry;
- Leisure Studies;
- Social Gerontology;
- Biomechanics;
- Recreation Management;
- Recreation and Disability;
- Exercise Science;
- Exercise Physiology;
- Sport Psychology;
- Exercise Psychology;
- Philosophy of Sport;
- Performance Making;
• Philosophy and Social Theory of Performance; and
• Embodiment.

Course Duration
The standard duration of a PhD program is 36 months (three years) of full-time study or part-time equivalent.

Course 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 AHX6040 Laboratory Skills for Exercise Physiology.

All students are required to undertake, and successfully complete, an appropriate research design unit of study normally in the first semester of study.

Admission Requirements
For International Students only. To qualify for admission to the Doctor of Philosophy applicants must have a Master degree or four-year undergraduate degree with honours at first class (H1) or upper second class (H2A) level.

Applicants who do not meet the normal admission requirements may be admitted upon demonstration of exceptional background and experience.

MASTERS DEGREES BY RESEARCH MASTER OF APPLIED SCIENCE

Course Code HRAS

Campus City Flinders and Footscray Park

Introduction
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 18 months of full-time study or part-time equivalent.

Course Requirements
A thesis on an approved unit of study will be required. The research will be conducted under the supervision of the student’s principal supervisor and co-supervisor. It is expected that many Masters by Research candidates will undertake approved concurrent coursework units of study to enhance their specific knowledge as it applies to their area of research. In fact, all students undertaking research in the area of exercise physiology will be required to successfully complete AHX6040 Laboratory Skills for Exercise Physiology.

All students are required to undertake, and successfully complete, an appropriate research design unit normally in the first semester of study.

MASTER OF ARTS

Course Code HRAT

Campus Footscray Park

Introduction
The School of Human Movement, Recreation and Performance offers the Master of Applied Science and Master of Arts by Research. Staff will supervise graduate research in many areas of specialisation, such as:

**PHYSICAL EDUCATION**
- Master of Applied Science
  - Biomechanics
  - Exercise Biochemistry
  - Exercise Physiology
  - Sport Psychology
  - Exercise Psychology

- Master of Arts
  - History
  - Philosophy of Sport
  - Sociology of Physical Education and Sport
  - 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;
- Bachelor of Arts - Recreation Management or equivalent;
- Bachelor of Arts - Performance Studies or 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.

**Course 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 units to enhance their specific knowledge as it applies to their area of research. In fact, all students undertaking research in the area of exercise physiology will be required to successfully complete AHX6040 Laboratory Skills for Exercise Physiology. All students are required to undertake, and successfully complete, an appropriate research design unit normally in the first semester of study.

**Graduate Certificate in Recreation Sport and Recreation Management/Operations**

**Course Code** HTSO

**Introduction**
Continuing Students Only
The program 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**
For Hong Kong - SPACE students only.
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 Credit (C), or equivalent, throughout the course and/or Distinction (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 Duration
Graduate Certificate
Each Graduate Certificate is offered over one semester on a full-time basis or part-time equivalent.
Graduate Diploma
The course is offered over two semesters on a full-time basis or part-time equivalent, and comprises the two Graduate Certificates.
Master of Arts (Project Management)
The course is offered over three semesters on a full-time or part-time equivalent (incorporating the first year of the Graduate Diploma)
Master of Arts (Coursework by Minor Thesis)
The course is offered over three semesters on a full-time basis or part-time equivalent (incorporating the first year of the Graduate Diploma).

Course Structure
The course contains both discrete and sequential modules. The course is structured in such a way that students undertaking the Master of Arts by coursework will first complete the Graduate Certificate in Sport and Recreation Management, then the Graduate Certificate in Sport and Recreation Management Operations. Together these two qualifications constitute the Graduate Diploma in Sport and Recreation Management.

1. The final semester of the course completes the articulated sequence of studies leading to Master of Arts - Sport and Recreation Management - Project Management.
Progression to the Project Management focus is conditional upon approval by the Course Co-ordinator. Approval can only be granted if an appropriate Professional Advisory Mentor has been appointed.
or
2. The final semester of the course completes the articulated sequence of studies leading to the Master of Arts - Sport and Recreation Management - Coursework by Minor Thesis.
Progression to the minor thesis stage is conditional upon approval by the Course Co-ordinator. Approval can only be granted if an appropriate supervisor has been appointed.

Graduate Certificate in Sport and Recreation Management
Semester 1

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Graduate Certificate in Sport and Recreation Management - Operations
Semester 2

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If students wish to enter into the Master of Arts by Coursework and Minor thesis they must complete the unit of study AHZ0001 Introduction to Research Design and Methods or Students studying offshore will enrol in AHMS006 Recreation and Sport Research and Investigation. This requirement does not apply to the Master of Arts by Project Management program.

Graduate Diploma
The Graduate Diploma comprises the preceding two Graduate Certificates (as detailed above).

GRADUATE CERTIFICATE IN SPORT AND RECREATION MANAGEMENT
Course Code HITSR

Introduction
Continuing Students Only
The program 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
For Hong Kong - SPACE Students Only
Graduate Certificate
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 industry 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 Credit (C), or equivalent, throughout the course and/or Distinction (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 Duration
Graduate Certificate
Each Graduate Certificate is offered over one semester on a full-time basis or part-time equivalent.
Graduate Diploma
The course is offered over two semesters on a full-time basis or part-time equivalent, and comprises the two Graduate Certificates.
Master of Arts (Project Management)
The course is offered over three semesters on a full-time or part-time equivalent (incorporating the first year of the Graduate Diploma)
Master of Arts (Coursework by Minor Thesis)
The course is offered over three semester on a full-time basis or part-time equivalent (incorporating the first year of the Graduate Diploma).

Course Structure
The course contains both discrete and sequential modules. The course is structured in such a way that students undertaking the Master of Arts by coursework will first complete the Graduate Certificate in Sport and Recreation Management, then the Graduate Certificate in Sport and Recreation Management Operations. Together these two qualifications constitute the Graduate Diploma in Sport and Recreation Management.
1. The final semester of the course completes the articulated sequence of studies leading to Master of Arts - Sport and Recreation Management - Project Management. Progression to the Project Management is conditional upon approval by the Course Co-ordinator. Approval can only be granted if an appropriate Professional Advisory Mentor has been appointed.
or
2. The final semester of the course completes the articulated sequence of studies leading to the Master of Arts - Sport and Recreation Management - Coursework by Minor Thesis. Progression to the minor thesis stage is conditional upon approval by the Course Co-ordinator. Approval can only be granted if an appropriate supervisor has been appointed.

Graduate Certificate in Sport and Recreation Management
Semester 1
AHM5101
AHM5102
AHM5103
AHM5104
Graduate Certificate in Sport and Recreation Management - Operations
Semester 2
AHM5202 SPORT EVENT MANAGEMENT 12 0.1250 1
AHM5203 PROGRAM ADMINISTRATION AND DELIVERY 12 0.1250 2
If students wish to enter into the Master of Arts by Coursework and Minor thesis they must complete the unit of study AHZ0001 Introduction to Research Design and Methods or
Students studying offshore will enrol in AHM5006 Recreation and Sport Research and Investigation. This requirement does not apply to the Master of Arts by Project Management program.
Graduate Diploma
The Graduate Diploma comprises the preceding two Graduate Certificates (as detailed above).
SUBJECTS

Below are subject details for courses offered by the School of Human Movement, Recreation and Performance in 2009.

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

AHA5600 LEISURE PERSPECTIVES IN AGEING AND DISABILITY SERVICES

Campus: Footscray Park
Prerequisite(s): Nil.
Content: This unit of study provides an overview of recreation services within the context of ageing and disability organisations. The unit 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 recreational workers 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.


Class Contact: 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%.

AHA5601 AGEING WELL: PERSPECTIVES FOR THE FUTURE

Campus: Footscray Park
Prerequisite(s): Nil.
Content: This unit of study 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.


Required Reading: Anderson, R & Poole, M 1994, Thesis and assignment writing, 2nd edn, John Wiley and Sons, Brisbane, Australia.

Class Contact: Three hours per week for one semester.

Assessment: Research topic presentation, satisfactory/unsatisfactory. The Graduate Research and Recreation Symposium (GRASS) is the culminating research presentation which forms the basis of assessment for this unit of study. Assessment will be based on: attendance at the GRASS session with at least one other peer; a one and 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 graduate 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.

AHA6003 MINOR THESIS (FULL-TIME)

Campus: Footscray Park
Prerequisite(s): Nil.
Content: The aim of this unit of study is to produce a minor thesis on a research topic. The thesis will be a paper of no less than 15,000 and no 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 student to develop a methodology and to apply it to an appropriate problem or situation. Students 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 program is established and maintained. The external supervisor will either be an academic from another school at Victoria University 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.

**Required Reading**

**Class Contact**
AH4A003 Minor Thesis (Full-time): 19 hours per week for one semester; AH4A005 Minor Thesis (Part-time): 9.5 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 program 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.

**AH4A005 MINOR THESIS (PART-TIME)**

**Campus**
Footscray Park

**Prerequisite(s)**
Nil.

**Content**
The aim of this unit of study is to produce a minor thesis on a research topic. The thesis will be a paper of no less than 15,000 and no 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 student to develop a methodology and to apply it to an appropriate problem or situation. Students 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 program is established and maintained. The external supervisor will either be an academic from another School at Victoria University 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.

**Required Reading**

**Class Contact**
AH4A003 Minor Thesis (Full-time): 19 hours per week for one semester; AH4A005 Minor Thesis (Part-time): 9.5 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 program 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.

**AH4B202 SPORT EVENT MANAGEMENT**

**Campus**
City Flinders and Footscray Park

**Prerequisite(s)**
Nil.

**Content**
This unit of study will explore the unique features of sport event management. It will examine: the structure of sport event administration; the scheduling and planning of sport event activity; staff training; event evaluation; event operations; event facilitation; and the commonalities and uniqueness of various events. Specifically students will develop an understanding of: the mechanics and scope of sport event management; the transferability of skills from event to event; the significance of consumer decision-making processes in event construction; and the skills necessary for the successful conduct of a sport event.

- Learning Outcomes
  - On successful completion of this unit, students will be able to: Understand the scope of sport event management;
  - Identify the mechanics and processes of sport event management;
  - Demonstrate the skills involved in the successful conduct of a sport event;
  - Transfer the skills used in one sport event to the conduct of another.

**Required Reading**

**Recommended Reading**

**Class Contact**
Three hours per week for one semester comprising one three-hour lecture/seminar or equivalent.

**Assessment**
Book review 20%; Project 1 (2500 words) 40%; Project 2 (2500 words) 40%. All components of assessment must be satisfactorily completed.
AHB5203 SPORT PROJECT
Campus City Flinders
Prerequisite(s) Nil.
Content This unit of study will give students 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.
Class Contact 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.

AHB5204 STRATEGIC SPORT MARKETING
Campus City Flinders and Footscray Park.
Prerequisite(s) Nil.
Content This unit of study 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 behaviour and its importance to sport marketing.
Class Contact Three hours per week for one semester comprising one three-hour lecture/seminar or equivalent.
Assessment Marketing strategy report Part 1, and Marketing strategy report Part 2 (2500 words) 60%; Individual project (1800 words or equivalent) 40%. All components of assessment must be satisfactorily completed.

AHB5302 SPORT BUSINESS PROJECT
Campus City Flinders
Prerequisite(s) AHB5203 Sport Project or equivalent.
Content This unit of study directly relates to individual students' sport business organisation or interests. The major project will be decided by individuals in consultation with the lecturer and the project content shall benefit the chosen sport business organisation. Students will be expected to show initiative, flexibility, with teamwork in undertaking the project and demonstrate the competencies gained during the Graduate Diploma in Sport Business units of study in the selected project.
• Learning Outcomes On successful completion of this unit, students will be able to: Research and perform a needs analysis on a selected project; Develop a project for a sport organisation which is a new initiative; Present the proposed project to an appropriate audience; Apply their project competencies to a range of sport related opportunities.
Required Reading No reading required due to individual student projects formed.
Class Contact Six hours per week for one semester comprising two three-hour lectures/seminars 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.

AHB5306 SPORT CONSULTING AND TENDERS
Campus City Flinders
Prerequisite(s) Nil.
Content The content of this unit of study 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; and case studies.
• Learning Outcomes On successful completion of this unit, students will be able to: Understand the processes involved in identifying tender opportunities; Develop a tender brief; Present a formal bid document to an appropriate audience; Understand the tender contracting process.
Required Reading During each class, a range of consultancy and tender readings will
be provided for students to review and discuss during class. The lecturer will distribute this reference material.

**Recommended Reading**

**Class Contact**
- Twelve weeks of three hours per week.
- Assessment: Case study report (1000 words) 40%; Proposed tender submission, dependent on tender submission requirements 40%; Class presentation (15 minutes) 20%. All components of assessment must be satisfactorily completed.

**AHBS307 SPORT COMMUNITY PARTNERSHIPS**
**Campus** City Flinders
**Prerequisite(s)** Nil.

**Content** The content of this unit of study 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 of issues pertaining to sport community partnerships; farming relationships in sport community partnerships; and case studies.

- Learning Outcomes
  - On successful completion of this unit, students will be able to: Explain the concepts that underpin partnership building and collaborative activity;
  - Provide examples of partnership building in sport;
  - Critically evaluate the benefits and costs of different sporting partnerships;
  - Create scenarios and options for future sport partnerships.

**Required Reading**
- During each class, a range of sport community relationship readings will be provided for students to review and discuss during class. The lecturer will distribute this reference material.

**Class Contact**
- Twelve weeks of three hours per week.
- Assessment: Journal reviews (word limit: 1000 words) 40%; Case studies in sport community building (2500 words) 40%; Class presentation (15 minutes) 20%. All components of assessment must be satisfactorily completed.

**AHBS308 SPORTS GOVERNANCE**
**Campus** City Flinders
**Prerequisite(s)** Nil.

**Content** The content of the unit of study 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 with stakeholders; governance processes and decision making; and role of the board. The content of this unit of study 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 with stakeholders; governance processes and decision making; and role of the board. The content of this unit of study 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 with stakeholders; governance processes and decision making; and role of the board.

- Learning Outcomes
  - On successful completion of this unit, students will be able to: Identify the key governance influences on sport organisations;
  - Explain the key roles and processes of sport organisation boards of management;
  - Articulate the directors’ legal obligations and regulatory responsibilities;
  - Understand how governance processes can influence sport organisation performance.

**Required Reading**
- During each class, a range of sport governance readings will be provided for students to review and discuss during class. The lecturer will distribute this reference material.

**Class Contact**
- Twelve weeks of three hours per week.
- Assessment: Theory review (1000 words) 20%; Case study analysis (1500 words) 40%; Organisation governance study (2000 words) 40%. All components of assessment must be satisfactorily completed.

**AHBS309 SPORT FACILITY MANAGEMENT**
**Campus** City Flinders
**Prerequisite(s)** Nil.

**Content** The content of this unit of study will address the following aspects of facility management and design, as they apply to the Australian sport industry: facility planning and development process; facility design principles, access and design requirements for specific population groups; facility management planning process and management arrangements; development processes for sport facilities within Australia; standards required for the design of sport facilities; relationships between facility design and maintenance; facility management requirements for different sport facilities/surfaces; occupational Health and Safety issues; facility performance evaluation and service quality; recent developments in sport facility management in Australia and overseas; and case studies.

- Learning Outcomes
  - On successful completion of this unit, students will be able to: Understand the principles of effective sport facility planning and management;
  - Identify and solve sport facility management problems;
  - Design systems for evaluating the performance of sport facilities;
  - Understand the importance of communication in ensuring effective sport facility management.

**Required Reading**
- During each class, a range of contemporary facility management and design readings will be provided for students to review and discuss during class. The lecturer will distribute this reference material.

**Class Contact**
- Twelve weeks of three hours per week.
- Assessment: Case study review (word limit: 200 words) 40%; Sport policy and planning document (3000 words) 40%; Class presentation (15 minutes) 20%. All components of assessment must be satisfactorily completed.

**AHBS310 SPORT POLICY AND PLANNING**
**Campus** City Flinders.
**Prerequisite(s)** Nil.

**Content** The content of the unit of study 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; and case studies in sport planning and strategy development.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Identify the challenges facing contemporary sport;
  - Explain how policy works, and its relevance to sport;
  - Design a policy frame for sport organisations;
  - Explain the principles of strategic planning, and develop a plan for a sporting organisation.

Required Reading: During each class, a range of sport community relationship readings will be provided for students to review and discuss during class. The lecturer will distribute this reference material.


Class Contact: Twelve weeks of three hours per week.

Assessment: Case study reviews (2000 word limit) 40%; Sport policy and planning document (3000 words) 40%; Class presentation (15 minutes) 20%. All components of assessment must be satisfactorily completed.

AHCS100 APPLIED TECHNIQUES OF GRIEF COUNSELLING

Campus: St Albans

Prerequisite(s): APT5025 Individual Awareness, APT5035 Theories and Techniques of Counselling.

Content: This unit of study is designed to provide students with an understanding of grief counselling models and strategies available to the grief counsellor working in a variety of settings and with diverse client groups. The applied basis of relevant counselling practice and strategies within the grief and loss paradigm will be the central focus of this unit, including critical incidence debriefing, crisis intervention, peer counselling/support. Consideration will also be given to issues of cross-cultural understanding and ethnic identity. The unit aims to introduce students to various models of grief counselling and intervention strategies. It will provide students with the opportunity to 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 lecturer.


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 70%.
Learning Outcomes On successful completion of this unit, students will be able to:
- Provide evidence of an extensive literature review of a suitable topic of their choice;
- Undertake a simple research project design of a suitable topic of their choice.

Required Reading To be advised by supervisor.

Recommended Reading To be advised by supervisor.

AHE0005 EXERCISE SCIENCE FOR SPECIFIC POPULATIONS
Campus City Flinders and Footscray Park.
Prerequisite(s) AHE1204 Exercise Physiology, AHE1202 Biomechanics or equivalent.

Content This unit of study examines exercise and sport science applied to specific clinical populations, and incorporates a multidisciplinary approach, including both physiological and biomechanical perspectives. Patients studied comprise those patients with chronic cardiovascular, kidney, respiratory, metabolic or musculoskeletal diseases; and those populations with altered gait, balance and motor control characteristics, including elderly fallers, amputees and cerebral palsy children. This unit examines the acute responses with exercise and any limitations of the cardiorespiratory, neuromuscular and endocrine systems, in the specific populations with chronic disease. The unit exposes students to the biomechanical factors relating to the analysis of human movement in specific populations such as elderly fallers, amputees and cerebral palsy children. The unit covers: biomechanical changes that commonly occur in these populations and their relationship to exercise; and the associated laboratory techniques for measurements and assessment.

Laboratory experiences will be used to develop an understanding of techniques for exercise and sport science measurement and assessment in patients with chronic disease, or altered gait and motor control characteristics; their ethical and practical considerations, as well as to link, where possible, physiological and biomechanical approaches, to enhance overall understanding. Students are strongly advised to take AHE0003 Exercise Science for Adults and Older Adults. This unit of study is recommended for those students wishing to progress to further studies in the field of exercise rehabilitation.

Learning Outcomes On successful completion of this unit, students will be able to:
- Know and understand the physiology of special populations and how their conditions may affect their capacity to exercise or be affected by exercise;
- Know and understand the biomechanical aspects of pathological gait;
- Apply laboratory skills related to the assessment of, and working with, individuals from special populations;
- Apply laboratory skills related to the assessment of gait analysis and the associated laboratory techniques;
- Understand the biomechanical factors that commonly occur in special populations such as the elderly, fallers, amputees, cerebral palsy sufferers and their relationship to exercise;
- Demonstrate key and transferable skills.

Recommended Reading Specific journal articles to be advised by lecturer.

AHE0007 ADAPTED AQUATICS
Campus Footscray Park.
Prerequisite(s) AHE1127 Aquatics/current AUSTSWIM Teacher of Swimming and Water Safety.

Content This unit of study will cover: theories and principles of the use of water as a medium for exercise, therapy and rehabilitation for people with disabilities; theories and principles of effective teaching for (young and old) people with disabilities; practical teaching activities and effective evaluation and revision; effective communication; overcoming barriers to participation.

Learning Outcomes On completion of this unit, students will be able to:
- Apply introductory knowledge to the field of adapted aquatics;
- Plan and prepare appropriate and safe aquatics-based lessons for clients with a disability;
- Design and modify aquatics-based games and activities for clients with a disability;
- Apply practical professional experiences in the area of adapted aquatics;
- Apply the theoretical skills of working with clients with a disability in an aquatic setting;
- Recognise opportunities and resources available to the physical education specialist working with clients with a disability in an aquatic environment.

Required Reading Teaching swimming and water safety: the Australian way, 2002 AUSTSWIM, Australia. AUSTSWIM teacher of aquatics for people with disabilities: elective resource folder.


Class Contact Class Contact comprises one one-hour lecture per week and one two-hour laboratory, or its equivalent. This unit of study may be delivered in a standard 13 week semester or in a block mode during a semester or in summer or winter sessions.

Assessment Lesson plan assessment and presentation to peers 10%; Written examination 30%; Take home assignment 20%; Supervised teaching practice 40%;
AHE0008 ADVANCED MOTOR CONTROL
Campus Footscray Park.
Prerequisite(s) AHE2200 Motor Control.
Content This unit of study continues from AHE2220 Motor Control with greater depth of knowledge of the neuromuscular system and the application of this knowledge to various areas including health and rehabilitation to high performance.
- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Demonstrate knowledge and application of techniques to analyse the neuromuscular system;
  - Apply knowledge gained in lectures and laboratories to ‘real’ world environments in healthy (for example, high performance athletes and the general population) and symptomatic populations (for example, neural rehabilitation patients) in conjunction with other professionals such as physiotherapists and occupational therapists.
Class Contact Four contact hours: two-hour lecture (or two one-hour lectures) and one two-hour laboratory session.
Assessment Supervised laboratory project 40%; Take home assignment 30%; Final examination 30%.

AHE0029 RESISTANCE TRAINING
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study introduces students to the principles and practices of resistance training. The unit deals with systems of resistance training and exercises for the various body parts. An understanding of muscle actions is fostered throughout the unit. Resistance training for general fitness, strength, hypertrophy and muscular endurance will be covered.
- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Design, implement, lead, demonstrate and evaluate resistance training programs in normal, healthy populations.
Required Reading Nil.
Class Contact 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%.

AHE0033 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 units 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.

AHE0034 SPORT AND AUSTRALIAN SOCIETY
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study builds upon the concepts introduced in previous introductory Human Movement units of study, in particular sociological versus non-sociological explanations, mechanistic and humanistic inquiry and social science research designs and methods. It begins by providing an understanding of how sociological perspectives in particular, functionalism, conflict theory, critical theory, social action theory and post-structuralism can illuminate issues, methods and practices in the fields of human movement, sport, leisure and sport science. The unit of study then moves to a consideration of the underlying and taken-for-granted values within sport in Australia.
Required 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 Progressive assessment 40%; Final examination 60%.

AHE0036 DIRECTED STUDIES 4
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 courses. The directed study will be flexible, permitting a wide range of equivalent exercises to be included. The main criterion for acceptance is that the nature and scale of the activity is considered by the supervisor to be appropriate for the course and the credit hours of the unit of study. Examples of likely ways in which study may be directed include the following: critical reviews/papers, annotated bibliography, instrumentation design, pilot project, performance piece, performance critique, etc.
Required Reading To be advised by supervisor.
Class Contact Independent study. Contact to be arranged by supervisor.
Assessment Contracted educational exercises (eg annotated bibliographies, review paper(s), instrumentation design, pilot project, performance piece, performance critique, etc) 100%.

AHE0037 ADVENTURE ACTIVITY
Campus Footscray Park and Melton.
Prerequisite(s) Nil.
Content Adventure activities are becoming an important feature of industry training areas such as management training and youth development. This unit of study aims to develop specific adventure programming skills and examine critical program design elements. The unit 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: co-operative warm-ups; non-traditional group games; trust and initiative games; and challenge ropes courses.
Class Contact This unit of study is based on three hours contact per week for one semester. It will comprise classroom sessions and workshops based at an adventure camp setting.
Assessment To be determined by lecturer.

AHE0065 ADVANCED RESISTANCE TRAINING
Campus Footscray Park.
Prerequisite(s) AHE0029 Resistance Training or equivalent.
Content This unit of study deals with the science and practice of sports-specific conditioning and the various forms of resistance training. Students will gain practical experience in Olympic style lifting, plyometrics, core region conditioning, balance ability training, elastic resistance exercises as well as testing procedures for muscular strength and power. Periodised training programs for sport will be covered.
- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Demonstrate their understanding of the science behind the various training modes;
  - Demonstrate correct execution of advanced resistance training exercises;
  - Demonstrate their ability to assess muscular strength and power;
  - Demonstrate their ability to design resistance training programs for athletic populations.
Required Reading To be advised by lecturer.
Class Contact Three hours per week for one semester comprising 90-minute lecture
and 90-minute practical. **Assessment** Tests 30%; Assignment 20%; Practical examination 30%; Final examination 20%.

**AHE0070 PERSONAL TRAINING**
Campus Footscray Park.
**Prerequisite(s)** AHE0029 Resistance Training or equivalent.
**Content** This unit of study deals with sports-specific conditioning and aspects of muscular reconditioning. Periodised programs specific to sports will be covered. Students will be exposed to areas of conditioning such as plyometrics, Olympic weight lifting, power lifting and testing procedures. Students will be encouraged to develop skills to: critically evaluate exercises for specific populations; develop confidence in the more advanced lifts; and become competent at forming long-term training plans.

- Learning Outcomes On successful completion of this unit, students will be able to: Apply basic principles and practices of fitness and personal training;
- Teach business practices relevant to running a personal training business;
- Design and evaluate a variety of strength, stretching, cardiovascular and mind/body programs applicable to clients;
- Understand how the fitness and personal training industry operates in Australia and worldwide;
- Understand a variety of personal training options in fitness centres, PT studios, parks and outdoor areas, corporate settings, apartments and body corporate settings.


**Class Contact** Three hours per week for one semester comprising 90-minute lecture and 90-minute practical.
**Assessment** Tests 30%; Assignment 20%; Practical examination 30%; Final examination 20%.

**AHE0110 BASKETBALL**
Campus Footscray Park and Melton
**Prerequisite(s)** Nil.
**Content** The aim of this unit of study 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 sports science to the game will be examined.

**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 practical.
**Assessment** Skill development 50%; Assignment 20%; Test 30%.

**AHE0111 SPORT EVALUATION STRATEGIES**
Campus Footscray Park and Sunbury.
**Prerequisite(s)** Market Research unit of study, or equivalent.
**Content** The aim of this unit of study 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, to the administration of Australian sport. A number of different sport structures will be studied in an historical and sociocultural context and the contribution of sports science to the modern game will be examined.


**Class Contact** Three hours per week for one semester comprising 90-minute lecture and 90-minute practical.
**Assessment** Tests 30%; Assignment 20%; Practical examination 30%; Final examination 20%.

- Know how the triple-bottom-line accounting concept can be used to broaden the performance measure base;
- Describe the basic foundations of Kaplan and Norton’s Balanced Scorecard (BSC) model of performance management;
- Modify the BSC to fit the needs of specific sport organisations;
- Undertake a feasibility study of a sport event and sport facility;
- Undertake a benefit-cost study of a sport event;
- Conduct a performance audit of a sport league, event, facility, association or club.


**Class Contact** Three hours per week for one semester comprising one three-hour lecture.
**Assessment** Written review of selected case studies 30%; Research project 50%; Mid-semester test 20%.

**AHE0129 INTERNATIONAL PHYSICAL EDUCATION AND SPORT**
Campus Footscray Park
**Prerequisite(s)** Nil.
**Content** The purpose of this unit of study 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 (eg Olympic Games, quality physical education programs, professional sport, sports tours/exchanges, college sport, etc). The purpose of the latter section of the unit 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.

**AHE0218 EXERCISE SCIENCE FOR CHILDREN AND ADOLESCENTS**
Campus City Flinders and Footscray Park
**Prerequisite(s)** AHE2104 Exercise Physiology, AHE1202 Biomechanics or equivalent.
**Content** This unit of study examines exercise and sport science applied to healthy children and adolescents, and incorporates a multidisciplinary approach, including both physiological and biomechanical perspectives. The specific physiological profiles, exercise capacities of children and adolescents will be studied and contrasted to adult responses. Age and gender specific acute responses to exercise will be examined in children and adolescents, including cardiorespiratory, metabolic, musculoskeletal and thermoregulatory responses, as well as muscular strength, endurance and efficiency. The unit also examines appropriate exercise testing and relevant physical activity and training principles for children and adolescents. The unit of study familiarises students with the biomechanical factors relating to the analysis of human movement in children and adolescents. Topics include: biomechanical changes that commonly occur in children and adolescents and their relationship to exercise and sports performance; gain and locomotion changes in children and adolescents. Laboratory experiences will be used to develop an understanding of techniques for exercise and sport science measurement and assessment in children and adolescents, their ethical and practical considerations, as well as to link, where possible, physiological and biomechanical approaches, to enhance overall understanding. Students are strongly advised to take AHE2104 Sports Physiology, Sports AHE1202 Biomechanics and AHE2103 Growth, Development and Ageing.

- Learning Outcomes On successful completion of this unit, students will be able to: Understand the physiological, anatomical and biomechanical differences between adults and children;
- Understand how children respond and adapt to different types of exercise;
- Understand how differences between adults and children impact on research, coaching and physical education classes.

**Required Reading** Specific journal articles to be advised by lecturer.

**Recommended Reading** Rowland, TW 1996, Developmental exercise physiology,

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%.

AHE0300 GOLF
Campus Footscray Park
Prerequisite(s) Nil.

Content The aims of this unit of study are to: introduce students to the game of golf; expose students to the etiquette and demeanour of the game; develop skills so that the student can go to a course and play a game successfully and competently; further examine factors that influence the golf swing; and acquire a working knowledge of the rules of golf.

Learning Outcomes On successful completion of this unit, students will be able to:
- Develop and improve their skills to play the game of golf;
- Demonstrate knowledge of the rules, etiquette, course management and nuances of the game;
- Show awareness of the historical, sociological and scientific bases of the game;
- Run golf tournaments and events.


Contact 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%.

AHE0340 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 courses. The directed study will be flexible, permitting a whole range of equivalent exercises to be included. The main criterion for acceptance is that the nature and scale of the activity is considered by the supervisor to be appropriate for the course and the credit hours of the unit. Examples of likely ways in which study may be directed include the following: critical reviews/papers, annotated bibliography, instrumentation design, pilot project, performance piece, performance critique etc.

Required Reading To be advised by supervisor.

Class Contact Independent study. Contact to be arranged by supervisor.

Assessment Contracted educational exercises (eg annotated bibliographies, review paper(s), instrumentation design, pilot project, performance piece, performance critique, etc) 100%.

AHE1051 INTRODUCTION TO PHYSICAL EDUCATION (PRIMARY)
Campus Footscray Park, Melton.
Prerequisite(s) Nil.

Content This unit of study introduces students to issues and theories, as well as pedagogies and practices related to physical education at the primary level. The unit will explore the nature and impact of physical education using a multi-disciplinary approach, which includes history, sociology, ethics and social psychology. The practical component of the unit will involve an introduction to swimming and water safety education.

Learning Outcomes On successful completion of this unit, students will be able to:
- Demonstrate in written form their understanding of physical education issues and theories;
- Demonstrate in written/verbal form their understanding of physical education pedagogies;
- Demonstrate in practical form their understanding of swimming and aquatic safety.

Required Reading To be specified by lecturer.


- Websites www.achper.org.au
- www.caahperd.org
- www.caahperd.ca/e/journal/
- www.cancentral.org
- Curriculum@Work. www.safeweb.vic.edu.au/catw

Class Contact Forty-eight hours for one semester, comprising lectures, workshops and practical experiences including aquatic environments.

Assessment Individual assignment 40%; Presentation of assignment (ungraded);
Class exercises 40%; Skill development 20% (Total 3000 words).

AHE1052 GROWTH AND MOTOR DEVELOPMENT
Campus Footscray Park, Melton
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, muscular and tissue growth; body composition, body image, and body typing; reflexes, rudimentary movement, fundamental movement; theories of motor skill acquisition; Relationship of senses to motor development; perceptual motor development: ability development and movement control; Perceptual motor development: co-ordination, balance, visual and kinaesthetic development; development of physical proficiencies — strength, flexibility, endurance and power; procedures associated with the implementation of gymnastics programs within the primary school setting.

Learning Outcomes On successful completion of this unit, students will be able to:
- Describe the terminology associated with physical growth and development;
- Identify and describe the influences that impact on growth and development;
- Identify the various life stages and the developmental issues associated with each stage;
- Describe and apply the various aspects of motor development theories and the relationship with skills and abilities at specific life stages.

Required Reading Literature specified by the lecturer representative of growth and motor development knowledge and issues associated with the teaching of physical education.

AHE1101 STRUCTURAL KINESIOLOGY
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study will include: the study of the structure and function of the human body; the interrelationships between the various components and movement examples.
• Learning Outcomes On successful completion of this unit, students will be able to:
  - Appreciate the form and function of the human body;
  - Understand kinesiological concepts by using movement examples.
Required Reading To be advised by lecturer.
Class Contact Two hours per week for one semester comprising one-hour lecture and two-hour practical.
Assessment Two quizzes (each worth 12.5%) 25%; Mid-semester test 25%; End-of-semester test 50%.

AHE1102 CAREER AND PROFESSIONAL DEVELOPMENT 1
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study will cover and develop students' communication, leadership, interpersonal and instructional skills. The theory of these topics will be explored, and students will be provided the opportunity to develop an understanding of how they can be applied to an exercise science, human movement, sport, fitness and physical education setting. Opportunities will be provided for students to observe operations in a variety of organisations. Students learn to identify their strengths and competencies through their education, work and extracurricular experiences. These are documented according to the guidelines of the Victoria University Career Portfolio. Students are taught how to: develop this portfolio throughout their studies; identify core graduate attributes and other essential professional competencies; and adapt this as a very effective resume for the job of their choice.
• Learning Outcomes On successful completion of this unit, students will be able to:
  - Apply introductory knowledge to the field of Career and Professional Development (CPD);
  - Apply online learning and communication techniques;
  - Apply oral presentation and evaluation skills;
  - Design and utilise PowerPoint within oral presentations;
  - Apply practical professional experiences in the broad area of exercise science, human movement, sport, fitness and physical education;
  - Apply skills of communication, report writing, safety and leadership as tools to use in a changing workplace.
Recommended Reading Articles as advised.
Class Contact Equivalent to three hours per week over one semester, comprising lectures, presentations, seminars, online activities and observations.
Assessment Online activity 15%, Presentations 25%, Reports 30%, Quizzes 20%, Attendance and participation 10%.

AHE1103 PHILOSOPHY OF EXERCISE SCIENCE AND HUMAN MOVEMENT
Campus Footscray Park.
Prerequisite(s) Nil.
Content This is a lecture/tutorial unit of study designed as an introduction to the discipline of philosophy and its relation to exercise science and fitness, human movement, physical education, sport management and media. The principal focus is on the foundations of knowledge in these fields and their implications for professional relationships and practices, eg exercise-therapist-client-instructor-participant; teacher-student; coach/counsellor-athlete; sport policy and management; journalism. Key concepts and themes include: dualism and mechanism holism; existential-phenomenology; narrative and world-making; and paradigms of knowledge (positivist, interpretive, critical).
• Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate in scholarly written form, their understanding of the nature and significance of experiential, practice-based knowledge and philosophical knowledge in the construction of personal identity;
  - Demonstrate in scholarly written form, their understanding of the nature and significance of experiential, practice-based knowledge and philosophical knowledge in the construction of personal identity;
  - Demonstrate in scholarly written form, their understanding of the dualistic-mechanistic and existential-phenomenological foundations and implications of professional, practice-based knowledge.
Required Reading To be advised by lecturer.
Recommended Reading To be advised by lecturer.
Class Contact Three hours per week comprising two one-hour lectures and one-hour seminar for twelve weeks.
Assessment Research paper 40%; Semester test 20%; Final examination 40%.

AHE1123 GYMNASTICS
Campus Footscray Park.
Prerequisite(s) Nil.
Content This is an introductory unit of study covering the dominant movement patterns associated with the activities called gymnastics. An appreciation of the many forms of gymnastics and the ability to perform the basic skills that are common to them is the expected outcome of the unit. Basic gymnastic skills and routines will be covered in order to give the students the opportunity to improve their personal skills.
• Learning Outcomes On successful completion of this unit, students will be able to:
  - Understand the organisational structure of gymnastics in Australia;
  - Understand basic concepts, fundamental movement patterns and basic concepts of movement characteristic of gymnastics;
  - Understand teaching techniques relevant to gymnastics;
  - Apply skills to plan and implement gymnastics programs;
  - Perform basic skills with good gymnastics techniques on all apparatus;
  - Understand the fundamentals of safety and liability;
  - Apply the opportunities available for further self improvement in gymnastics;
  - Take subsequent courses in gymnastics.
Class Contact Three hours per week for one semester comprising one-hour lecture and one-two-hour practical.
Assessment Three worksheets (each worth 10%) 30%; Observation assignment 10%; Skill development 60%.

AHE1127 AQUATICS
Campus Footscray Park.
Prerequisite(s) Nil.
Content The aim of this unit of study is to provide students with a sound theoretical knowledge of the sport of swimming. In addition, students will be encouraged to obtain a high standard of personal excellence in the practical performance side of swimming activity. Students will be introduced to the skills and research for the four competitive swimming strokes and the two lifesaving strokes. Additional lifesaving skills will be addressed as well as: the practical application of research in areas such as elite training programs; rehabilitation and swimming; swimming programs for older adults and the very young; aqua-aerobics and swimming programs for physically and mentally challenged individuals.
• Learning Outcomes On successful completion of this unit, students will be able to:
  - Understand the field of Aquatics;
  - Plan and prepare appropriate and safe aquatics-based lessons for school students and the community;
  - Design and modify aquatics-based games and activities for students and the community;
  - Apply practical experiences in the area of aquatics;
  - Apply theoretical skills to plan and prepare units of work and lessons for the aquatic environment;
  - Recognise opportunities and resources available to the physical education specialist working within an aquatics environment.
AHE1202 BIOMECHANICS

Campus: Footscray Park

Prerequisite(s): Nil.

Content: This unit of study will include: biomechanical concepts and terminology; human motion and ways to measure it; forces applied to humans and equipment during sport and exercise; and basic biomechanical analysis techniques.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Understand biomechanical concepts and terminology;
  - Understand human motion and ways to measure it;
  - Understand what forces are applied to humans and equipment during sport and exercise;
  - Understand the basic concepts underpinning biomechanical analysis techniques.

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: Mid-semester exam 40%; Final exam 60%.

AHE1203 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, socioeconomic status, religion and race/ethnicity. Professionals in the fields of teaching, coaching, exercise prescription and therapy, as well as management and policy-making need to be sensitive and responsive to participants, ‘clients’ or employees from a number of different cultural backgrounds, with their respective attitudes and beliefs about the body, male/female relations, etc.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Analyse in writing their understanding of globalisation, media, youth sports, and religion in sports;
  - Demonstrate their knowledge of subject matter in globalisation, media, youth sports, and religion in sports.

Required Reading: Cookley, J, 2001, Sport in society: issues and controversies, 8th edn, Student Readings Booklet.


Class Contact: Two hours of lectures and one hour of tutorials per week for each semester.

Assessment: Mid-semester examination 40%; Final examination 60%.

AHE1206 SPORT PSYCHOLOGY

Campus: Footscray Park.

Prerequisite(s): Nil.

Content: This Sport Psychology unit of study is designed to introduce students to the psychology of sport, and to advance students’ awareness of important issues in sport psychology. The unit aims to: help students learn and understand the role of psychological phenomena for behaviour in sport and physical activity settings; help students understand how psychological variables influence participation and performance in sport; and help students understand how participation in sport influences the psychological characteristics of the individual. The lecture and tutorial sessions will introduce students to: the topics of individual differences in sport behaviour; the role of personality in sport participation; the role of motivation in sport participation and performance; the role of arousal and anxiety in sport performance; and the influence of interpersonal and group interactions on sport performance. A survey of the current sport psychology literature is the unit of study content.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Consolidate their understanding of what psychology is, the history of psychology, and the fundamentals of the main schools of psychology;
  - Understand how psychological phenomena influences behaviour in sport and physical activity settings;
  - Understand how psychology affects performance in sport;
  - Understand how participation in sport influences the psychological characteristics of the individual;
  - Understand the psychological aspects of sport psychology (audience effects, aggression and cohesion);
  - Understand issues in applied sport psychology including psychology of coaching, imagery and goal setting;
  - Engage in hands-on experience of how sport psychologists carry out experiments and research.


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

Assessment: Mid-semester exam 25%; Final exam 25%; Tutorial Assessment 25%; Assignment (1500 words) 25%.
**AHE2001 CLINICAL BIOMECHANICS**
Campus: Footscray Park
Prerequisite(s): AHE1202 Biomechanics.

**Content**
This unit introduces students to biomechanics for clinical exercise science. The theoretical component of the unit will provide students with general knowledge of the biomechanics of the musculoskeletal system and the biomechanics of movement applied to normal and pathological states. The practical part of the unit will provide students with knowledge of the biomechanical techniques used to assess human movement with an emphasis on injured or disabled individuals, and experiences in developing practical skills that will help to assess musculoskeletal disorders and evaluation of treatment methods.

- Learning Outcomes

  On successful completion of this unit, students will be able to:
  - Demonstrate in written form, their understanding of the theoretical knowledge of the mechanical properties of biological materials, the biomechanical aspects of major joints, and the biomechanics of movement applied to normal and pathological states;
  - Demonstrate in written form, their understanding of the biomechanical techniques used to assess human movement with an emphasis on injured or disabled individuals;
  - Demonstrate their understanding of the practical skills that will enable students to assess musculoskeletal disorders and evaluation of treatment techniques.

**Required Reading**

**Recommended Reading**
Journal articles and texts to be advised by teaching staff.


**Class Contact**
- On hour lecture plus two hour laboratory session per week for one semester.
- Assessment:
  - Final exam (500 words) 50%;
  - Laboratory reports (two reports @ 1000 words each 30%);
  - Laboratory practical tests 20%.
- Placement Site visit to hospital and clinical gait analysis facility.

**AHE2002 CLINICAL EXERCISE PRACTICE**
Campus: Footscray Park
Prerequisite(s): AHE3103 Career and Professional Development: Exercise Science A or equivalent.

**Content**
This unit introduces students to the professional roles of clinical exercise physiologists and offers perspectives on the roles of other team members in rehabilitation processes. Students will have opportunities to observe clinical exercise professionals in the design, implementation and evaluation of exercise and physical activity programs, and to learn about equipment, facilities and program planning that are used in exercise delivery for clinical populations. Students will have opportunities to practise exercise science in the service of apparently healthy individuals or those with one or more of cardiopulmonary, metabolic, musculoskeletal, neurological, neuromuscular and/or other conditions such as cancer, depression and chronic fatigue syndrome.

- Learning Outcomes

  On successful completion of this unit, students will be able to:
  - Demonstrate their theoretical and/or practical understanding of the scope of professional roles available to clinical exercise practitioners, and how these intersect with the roles of other health professionals in the provision of services to people living with, or at risk of, chronic diseases, injuries or disabilities;
  - Design/select assessment methods and protocols, including history taking of clinical, lifestyle and environmental factors, risk factor stratification and risk/benefit analyses, assessments of functional, physical activity and exercise capacities, monitoring of signs and symptoms before, during and following exercise and capacity to take timely and appropriate action, identification of indicated and contraindicated exercises from all of the above factors;
  - Identify the technical challenges with providing a competent service in clinical exercise. This includes being able to collect and interpret data with high degrees of accuracy, reliability and validity, and to discriminate between clinical and functional (e.g., exercise capacity) outcomes;
  - Demonstrate the use of evidence bases, particularly published research and practice models, in the design and provision of clinical exercise services;
  - Design, lead and evaluate exercise and physical activity interventions in concordance with clients, including the knowledge and methods of effecting behaviour change to promote better health through exercise participation, with an emphasis on the graduated transfer from dependence on the clinical exercise practitioner to self-management. This includes listening to, identification of different stages of change in order to match an intervention with the individual’s stage of change (e.g., transtheoretical model) and talking with clients to overcome barriers, set goals, and improve their knowledge of their medical conditions, treatments and prevention strategies;
  - Identify the core issues concerning the ethical provision, business management, and legal responsibility issues regarding clinical exercise services.

**Required Reading**

**Recommended Reading**
Journal articles and texts to be advised by teaching staff.

**Class Contact**
- Occasional classes; 140 hour industry placement, not necessarily in one block or at one institution.

**Assessment**
- Placement CV (500 words) 15%;
- Placement log book (500 words) 10%;
- Assessment report (500 words) 15%;
- Placement report (1500 words) 60%.

Placement Learning through supervised and mentored practice in actual and simulated workplaces, including placements with external providers of clinical exercise services (teaching hospitals and large employers), the Victoria University Aquatic and Fitness Centre and the Victoria University Exercise Rehabilitation (VUDER) Clinic.

Class Contact One two-hour lecture/tutorial per week for one semester.

Assessment Case studies 100% comprising two case study assessments (750 words each) submitted during the semester (2 x 25%); and two case study assessments (750 words each) delivered in the form of a final written examination (2 x 25%).

AHE2003 CLINICAL EXERCISE STUDIES 2
Campus Footscray Park
Prerequisite(s) AHE2002 Clinical Exercise Studies 1.
Content Students further explore fields of clinical exercise therapy in this unit, namely how exercise is applied for its therapeutic and preventive benefits in the workplace. The unit addresses the evidence bases regarding modes of exercise, intensity, duration, frequency, volume and progression for functional conditioning, exercise for work, and interventions for a range of occupational injuries and health conditions that are known to respond positively to exercise. It also addresses the physical demands of work, and of occupational injuries and rehabilitation. This, plus commonly used medications, surgery, and other interventions for the range of occupational injuries and conditions, and the effects of these interventions on expected acute and chronic exercise responses, will be explored using a case-based learning model.

• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate understanding of clinical cases of clients with particular occupational demands or work-related health conditions, and plan and apply strategies to fill those knowledge gaps;
• Understand research and other literature relevant to clinical exercise practice;
• Demonstrate an understanding of appropriate test and monitoring protocols for the assessment of exercise and functional capacities for people with particular occupational demands or work-related health conditions;
• Plan and negotiate exercise interventions for clients with particular occupational demands or work-related health conditions, taking account of the full context of clients’ lives, including concurrent interventions.


Class Contact One hour case-based tutorial plus one hour practical session per week for one semester.

Assessment Case-based assessment 100% comprising two written case study reports (750 words each) submitted during the semester (2 x 25%); and an end of semester final written examination comprising two case studies (750 words each 50%).

AHE2004 CLINICAL EXERCISE STUDIES 3
Campus Footscray Park
Prerequisite(s) AHE2002 Clinical Exercise Studies 1.
Content Students further explore fields of clinical exercise therapy in this unit, namely exercise as applied for its therapeutic and preventive benefits for people living with, or at risk of, chronic diseases, injuries, or disabilities. The unit addresses the evidence bases regarding modes of exercise, intensity, duration, frequency, volume and progression for a range of ongoing (ie. chronic) cardiopulmonary, metabolic, musculoskeletal, neurological and multi-systemic pathologies that are known to respond positively to exercise. The unit also addresses, using a case-based method, chronic and complex health conditions, the effects of commonly used medications, surgery, and other interventions for the range of chronic cardiopulmonary, metabolic, musculoskeletal and neurological pathologies, and the effects of these interventions on expected acute and chronic exercise responses.

• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate knowledge of clinical cases of clients with chronic and complex health conditions, and plan and apply strategies to fill those knowledge gaps;
• Demonstrate knowledge of research and other literature relevant to clinical exercise practice;
• Identify appropriate test and monitoring protocols for the assessment of exercise and functional capacities for people with chronic health conditions;
• Plan and negotiate exercise interventions, for clients with chronic and complex health conditions, taking account of the full context of clients lives including concurrent interventions.


Class Contact One hour case-based tutorial plus one hour practical session per week for one semester.

Assessment Case-based assessment 100% comprising two written case study reports (750 words each) submitted during the semester (2 x 25%); and an end of semester final written examination comprising two case studies (750 words each 50%).

AHE2005 NUTRITION AND DIET FOR EXERCISE AND PHYSICAL EDUCATION
Campus Footscray Park
Prerequisite(s) BBA1774 Human Physiology; AHE2104 Exercise Physiology.
Content This unit of study is an introduction to nutrition for health, exercise and sports performance. The unit will enable students to understand the roles of the main nutrient groups, as well as various vitamins, minerals and nutritional supplements and ergogenic aids, for the promotion of healthy living, prevention of chronic lifestyle-related diseases, and enhancement of exercise and sport performance and recovery.

Students will study the influences of various diets and eating patterns on conditions such as overweight/obesity, diabetes, metabolic syndrome, Cardiovascular diseases, cancers, arthritis, and bone disease. They will understand at a basic level the inter-relationships between nutrition and exercise in terms of energy balance, disordered eating and body composition assessment methods.

• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate understanding of the nutritional requirements for health, wellness, sport performance enhancement and exercise;
• Demonstrate understanding of the current research and applications thereof (eg. critical analysis on making healthy and wise food choices in nutrition market place, latest optimum nutritional recommendations for the physically active person and elite sports people, nutritional ergogenic aids and supplements);
• Demonstrate understanding of weight manipulation techniques (ie. muscle gain and fat mass loss) and disordered eating habits.

Required Reading McArdle, WD, Katch, FI & Katch, VL 2005, Sports and exercise nutrition, 2nd edn, Lippincott, Williams & Wilkins, Philadelphia.

Recommended Reading Journal articles and texts to be advised by teaching staff.

Class Contact Two hours per week or equivalent for one semester comprising lectures and tutorials.

Assessment Case study (600 words) 20%; Written examination (1200 words) 40%; Written assignment (1200 words) 40%. There is an 80% attendance requirement for the practical component of this unit.

Recommended Reading
Journal articles and texts to be advised by teaching staff.


Class Contact One hour tutorial plus one hour practical session per week for one semester.

Assessment Case study (500 words) 20%; Written examination (1000 words) 40%; Practical examination 40%. There is an 80% attendance requirement for the practical component of this unit.

AHE2008 RESEARCH IN EXERCISE SCIENCE

Campus Footscray Park

Prerequisite(s) Nil.

Content This unit of study will examine key components of research in exercise and sport science. Topics include: measurement and evaluation techniques employed in exercise and sport science; designing an exercise and sport science research project; descriptive and inferential statistics; and critical evaluation of exercise and sport science research, including issues related to ethics, society and cultural relevance. This unit will provide students with basic skills in research, in preparation for professional practice, as well as Honours, postgraduate coursework or research degrees in exercise and sport science.

Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate their understanding and use of the measurement and evaluation techniques employed in exercise and sport science, including the applicability of descriptive and inferential statistics to use when analysing quantitative research data; Design an exercise and sport science research project; Critically evaluate exercise and sport science research; Demonstrate their understanding of the statistical analysis of quantitative data using the computer package SPSS; Demonstrate their knowledge of a range of ethical issues and issues of social and cultural importance in exercise and sport science research.

Required Reading
Specific journals/readings assigned by unit coordinator.

Recommended Reading

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

Assessment Test (600 words) 20%; SPSS workbook exercises (1200 words) 40%; Examination (1200 words) 40%.
AHE2009 GROUP EXERCISE PROGRAMMING
Campus Footscray Park
Prerequisite(s) Nil.

Content This unit introduces students to the theory and practice of group exercise programming. The aim of the unit is to expose students to a variety of group exercises formats and leadership styles, and to develop the knowledge and skills of students to plan and execute effective and safe group exercise programs.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate their understanding of the theory and principles of group exercise programming and leadership;
- Plan and execute a safe and effective group exercise session;
- Critically understand the nature and scope of group exercise programs and leadership styles currently operating in the fitness industry.

Required Reading Champion, N & Hurst, G, 1999, The aerobic instructor’s handbook, Kangaroo Press, East Roseville, NSW.


Class Contact One one-hour lecture and one two-hour lab per week for one semester.

Assessment Test (600 words) 20%; Practical 40%; Log book (1400 words) 40%.

AHE2010 EXERCISE SCIENCE CAREER DEVELOPMENT
Campus Footscray Park
Prerequisite(s) AHE1102 CPD1: Career and Professional Development 1.

Content This unit is designed to develop the knowledge and skills to help students obtain positive career outcomes on completion of their course. Students follow a career development model to bring them into career maturity before they graduate. They will be equipped with the knowledge and skills to enable them to be proactive and strategic in career planning, to be aware of the variety of career outcomes in the Exercise and Sport Science and associated industry sectors, and to have self-understanding to enable them to target their career actions. Students will also participate in a relevant work integrated learning placement under supervision of appropriate industry and university supervisors. Students will complete a formal business report based on their placement.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate their knowledge of career opportunities, the current job market, and how to establish and maintain employment networks in the Exercise and Sport Science and associated industry sectors;
- Demonstrate their knowledge of personal attributes and transferable skills, and the written capacity to prepare an up to date personal skill/achievement focused resume;
- Establish a previously unknown contact in the Exercise and Sport Science industry and conduct an information interview in order to better understand a job that they are interested in finding out more about;
- Use a range of career strategies and job hunting skills to find and establish a 300 hour work integrated career placement in a new and unfamiliar area in the Exercise and Sport Science or an associated industry sector;
- Complete a 300 hour work integrated career placement and business report that describes the context, objectives, planning, implementation and evaluation of their work integrated placement.


Recommended Reading Websites and texts to be advised by teaching staff.

Class Contact Equivalent of two hours of tutorial per week for the semester.

Assessment Resume (500 words) 15%; Information interview (500 words) 15%; Workbook (500 words) 20%; 300 hour career placement that meets all requirements as set out on the placement contract as assessed by the supervisor and completion of a business report regarding all aspects of the career placement (1500 words) 50%.

Placegment Students will approach an organisation of their personal career choice and arrange to complete 300 hours work experience with that organisation. The student will establish a written contract with the organisation, the university and the student. This contract will contain placement learning objectives developed by the student in conjunction with their workplace supervisor.

AHE2011 QUANTITATIVE AND QUALITATIVE RESEARCH METHODS FOR EXERCISE PROFESSIONALS
Campus Footscray Park
Prerequisite(s) Nil.

Content This unit aims to enable students to become proficient in the analysis of professional practice in clinical exercise science. The unit will cover evaluation of research designs of published papers; methods of literature searching and reference management; sampling and analysis methods for quantitative and qualitative research; questionnaire design, evaluation, and use; determination of validity and reliability of research designs; development of ethics applications; and the use of research-based computer software (eg. EndNote, SPSS).

- Learning Outcomes On successful completion of this unit, students will be able to: Design, conduct and evaluate, using both quantitative and qualitative methods, single case reports; case studies, case series, population-wide surveys, observational studies and single cohort designs, clinical trials, including active and placebo controlled, randomised trials;
- Locate, manage, read, and interpret scientific literature relevant to clinical exercise practice, exercise science and sports science.


Class Contact Two hours of lectures and one hour of tutorials per week for one semester.

Assessment Four approved assignments of up to 1000 words or equivalent 4 x 25% each. Each will draw on quantitative and/or qualitative methods to analyse or critique one of the following: single case report or case study; population-wide survey; observational outcome study; and randomised trial.

AHE2012 ADOLESCENT HUMAN DEVELOPMENT
Campus Footscray Park
Prerequisite(s) Nil.

Content This unit introduces students to concepts, issues and programs dealing with the personal and social wellbeing of adolescents. The unit will address the issues facing young adults, such as challenge, risk and safety, as well as global, national and school/community health issues including depression, suicide, stress, bullying, resilience, anxiety, body image, sexual identity, self esteem and self concept. The unit will also examine the role of harm minimisation in the development of drug education and sex education strategies, plus identify appropriate health programs at local, state, national and international levels.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate in written form, their understanding of the major concepts of, and the physical, psychological and social factors that contribute to, health and well-being of adolescents;
- Demonstrate in written and verbal form, their understanding of: the causes and the prevention of mental illnesses; the cultural, social, personal and environmental factors affecting drug use and misuse, plus the current principles in relation to drug education; the notion of sexuality, and the major physical, mental, emotional and social influences on sexual health;
- Evaluate critically in written form, a local health program.


Recommended Reading To be advised by the lecturer.

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

Assessment Project (1200 words) 40%; Health program evaluation (600 words) 20%; Exam (1200 words) 40%.
AHE2013 GYMNASTICS AND DANCE
Campus Footscray Park
Prerequisite(s) Nil.
Content This unit introduces students to the knowledge and skills associated with gymnastics and dance. For each of these movement forms, the unit will cover fundamental skill acquisition, safety, and the basic principles of teaching.
- Learning Outcomes On successful completion of this unit, students will be able to:
  • Demonstrate in written form, their understanding of the basic concepts of movement and gymnastics;
  • Perform basic skills with sound gymnastics technique on all apparatus;
  • Demonstrate the knowledge and skills to plan and teach an effective and safe gymnastics program. This includes warm up, stretching, skill acquisition on all apparatus and cool down activities appropriate to gymnastics;
  • Demonstrate basic movement to music skills and identify pedagogy appropriate to the teaching of dance;
  • Demonstrate basic dance steps in the following areas: bush dance, multicultural dance, aerobic dance, hip-hop and social dance;
  • Demonstrate awareness of safe dance techniques, including warm-up, cool down, and stretching.
Class Contact Three hour practical laboratory/tutorial per week per activity for six weeks.
Assessment Gymnastics test (400 words) 10%; Teaching assignment (1000 words) 20%; Practical assessment 20%; Dance test (600 words) 20%; Group practical demonstration 30%. 80% attendance is required at gymnastics and dance laboratories.

AHE2014 PHYSICAL EDUCATION CAREER DEVELOPMENT
Campus Footscray Park
Prerequisite(s) Nil.
Content This unit is designed to develop the students’ knowledge and ability to conduct sports coaching sessions for children with a physical or intellectual disability. The unit, conducted in partnership with Tennis Victoria, will introduce students to models of coaching and coaching techniques, then provide an opportunity for students to plan, implement and evaluate sports coaching sessions with groups of children with physical or intellectual disabilities. All students will gain a Tennis Victoria level O Coaching qualification as part of their participation in this unit.
Learning Outcomes On successful completion of this unit, students will be able to:
- Demonstrate their understanding, in written form, of models and theories of coaching;
- Demonstrate their theoretical and practical understanding of lesson planning, implementation and review;
- Demonstrate their understanding of the theory of using modified games to coach athletes with a disability;
- Demonstrate the knowledge and skills to gain a level O coaching qualification.
Required Reading Orientation to Coaching material (provided by Tennis Victoria).
Class Contact One one-hour lecture and one two-hour lab.
Assessment Lesson plans and reviews (1000 words) 30%; Coaching project (1000 words) 30%; Exam (1000 words) 40%. There is an 80% attendance requirement for the practical session in this unit.

AHE2015 ADAPTED COACHING
Campus Footscray Park
Prerequisite(s) Nil.
Content This unit introduces students to biomechanics, with a special application to physical education. The theoretical component of the unit will focus on important biomechanical principles and how these apply to human movement and sport. The practical part of the unit will provide students with experience in calculating biomechanical parameters, plus hands on experience of biomechanical measurement and analysis techniques and experience in developing practical analytical skills that will help to assess human movement and sports activities.
- Learning Outcomes On successful completion of this unit, students will be able to:
  • Demonstrate their understanding of in written form, the theoretical knowledge of biomechanical principles;
  • Demonstrate their understanding of in written form, the biomechanical techniques used to assess human movement in physical activity and sport;
  • Demonstrate their understanding and ability to assess physical activities and sports movements using video and computer-based tools.
Recommended Reading To be advised by lecturer.
Class Contact One two-hour lecture plus one two-hour laboratory session per week for one semester.
Assessment Mid semester exam (600 words) 20%; Final Exam (1200 words) 40%; Laboratory - Biomechanical analysis of a skill (1200 words) 40%.

AHE2016 BIOMECHANICS FOR PHYSICAL EDUCATION
Campus Footscray Park
Prerequisite(s) Nil.
Content This unit introduces students to biomechanics, with a special application to physical education. The theoretical component of the unit will focus on important biomechanical principles and how these apply to human movement and sport. The practical part of the unit will provide students with experience in calculating biomechanical parameters, plus hands on experience of biomechanical measurement and analysis techniques and experience in developing practical analytical skills that will help to assess human movement and sports activities.
- Learning Outcomes On successful completion of this unit, students will be able to:
  • Demonstrate their understanding of in written form, the theoretical knowledge of biomechanical principles;
  • Demonstrate their understanding of in written form, the biomechanical techniques used to assess human movement in physical activity and sport;
  • Demonstrate their understanding and ability to assess physical activities and sports movements using video and computer-based tools.
Recommended Reading To be advised by lecturer.
Class Contact One two-hour lecture plus one two-hour laboratory session per week for one semester.
Assessment Mid semester exam (600 words) 20%; Final Exam (1200 words) 40%; Laboratory - Biomechanical analysis of a skill (1200 words) 40%.
activity and the unique responses of this age group. Pre-service teachers will explore the design of learning experiences for young children in areas such as ball skills, gymnastics, and manipulative skills and further explore the potential of these activities in indoor and outdoor settings. Pre-service teachers will study the key learning areas of dance as a major focus in this unit of study. Critical debate will be encouraged on the role of spontaneous play in this age group, participation, co-operation, belonging, self esteem, winning, losing and an appreciation of the processes and production of games and team sports. Practical experiences will include a focus on skills development and refinement, individual, partner and group-based activities, and a strong emphasis on the teaching of creative, modified and traditional games or sports.

Learning Outcomes On successful completion of this unit, students will be able to:
- Identify key issues related to children's involvement in physical activity;
- Understand the roles, objectives, methods and procedures used to enhance physical activity in children;
- Know the fundamental motor skills required by children which enable them to participate in physical activity;
- Evaluate movement patterns in children during physical activity;
- Plan work and use time effectively;
- Demonstrate a capacity for independent, self-directed learning.

Required Reading To be advised by lecturer.

Recommended Reading To be advised by lecturer. A list of websites can also be obtained from the lecturer.

Class Contact Thirty-six hours for one semester, comprising lectures, workshops and practical experiences.

Assessment Curriculum projects 40%; Progressive assessment 40%; Skill development 20% (Total 3000 words).

AHE2052 PAEDIATRIC PHYSICAL ACTIVITY SCIENCES

Campus Footscray Park and Melton

Prerequisite(s) AHE1052 Growth and Motor Development.

Content This unit of study will investigate: ethical considerations surrounding children and exercise; the role of activity in childhood and adolescence; health-related fitness in childhood and adolescence; implications for testing, prescribing and training; strength and power responses in childhood and adolescence; special consideration for children exposed to exercise under environmental stresses such as heat and humidity; nutrition; special populations; motivation and self-esteeem; cardiovascular disease risk factors in childhood, retrospective and prospective research and implications. The unit of study will also initiate learning and teaching of the key area of health-related fitness programming and athletics.

Required Reading To be advised by lecturer.

Recommended Reading Australian Sport Commission 2004, Athletics beginning coach level 1: manual, Belconnan, ACT. Other texts and websites to be advised by lecturer.

Class Contact Thirty-six hours for one semester, comprising lectures, workshops and practical experiences.

Assessment Project 30%; Progressive assessment 40%; Skill development/reflective writing 30% (Total 3000 words).

AHE2100 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 unit of study considers the psychology of sport and exercise within a broader framework, addressing the more fundamental issues of why it is that people do or do not participate in sporting and exercise activities. It addresses a range of psychosocial factors (eg personality, motivation, personal identity and self-efficacy) that influence participation in physical activity across the lifespan, and in the context of the promotion of physical activity for health and wellbeing of the whole community. The unit also examines the relationship between physical activity and psychological wellbeing, with a focus on psychological development and wellbeing as consequences of physical exercise, in the general population, as well as in special populations such as children, the elderly, and people with physical and/or mental disabilities.

Learning Outcomes On successful completion of this unit, students will be able to:
- Demonstrate a thorough understanding of the psychosocial benefits of exercise and physical activity;
- Demonstrate a thorough understanding of theories of exercise behaviour and motivation for exercise and physical activity;
- Appreciate the potential psychological risks of exercise;
- Appreciate the psychological needs with respect to exercise of various special populations.

Required Reading Berger, BG, Pargman, D & Weinberg, RS 2002, Foundations of exercise psychology, Fitness Information Technology, Morgantown, WV.


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

Assessment Tutorial submissions 25%; Mid-semester examination 30%; End-semester examination 45%.

AHE2101 SPORT PHYSIOLOGY

Campus Footscray Park

Prerequisite(s) AHE2104 Exercise Physiology.

Content This unit of study builds on students’ knowledge of exercise physiology, studying the importance of exercise physiology in understanding sport and exercise performance, including elite sports and recreational exercise. The unit emphasises: understanding the physiologic requirements of exercise and sport; evaluating the importance of physiological systems in athlete performance; the essential role of nutrition in exercise and sport and sport-specific adaptations to physical training and comparisons of different forms of training. The unit examines basic principles underlying physiological exercise testing, with emphases on sport specificity, laboratory-based and field-based testing. Laboratory and field-based classes require students to administer and interpret exercise tests that are fundamental to exercise physiology including measurements of maximal oxygen consumption, muscle strength and fatigability, skin fold measurements and anaerobic power testing. The unit of study will include competency evaluation for these tests. The unit will also examine the important role of exercise physiology in sustaining and enhancing sport performance. The unit is designed to lead to more detailed mechanistic studies in the core unit Advanced Exercise Physiology and applied studies in the elective unit Applied Exercise Physiology, in the Exercise and Sport Science stream.

Learning Outcomes On successful completion of this unit, students will be able to:
- Clearly understand the process to conduct exercise and performance exercise testing for sport;
- Demonstrate familiarity with tests for sport;
- Demonstrate familiarity with the principles of sport physiology;
- Demonstrate proficiency in conducting and interpreting the results from a range of sport-specific tests.

Required Reading Specific journal articles to be advised by lecturer.


Class Contact 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%.

AHE2102 SPORTS BIOMECHANICS
Campus City Flinders (Biomechanics Laboratory) and Footscray Park
Prerequisite(s) AHE1202 Biomechanics or equivalent.
Content This unit of study will include: development of biomechanical principles through application to sport/exercise specific examples and analysis; working with some of the available technologies/techniques and using them in exercise and sports application; and familiarising students with laboratory practice and data handling in sports biomechanics.

• Learning Outcomes On successful completion of this unit, students will be able to:
  • Demonstrate in written form, their understanding of biomechanical principles applied to sport;
  • Demonstrate their ability to perform a biomechanical analysis of a sporting skill using video software and movement analysis technologies and skills.

Required Reading To be advised by lecturer.

Class Contact Four hours per week for one semester: two hours lecture/tutorial, two hours lab/tutorial.
Assessment Essay 20%; Lab work 30%; Final exam, 50%.

AHE2103 GROWTH DEVELOPMENT AND AGEING
Campus Footscray Park
Prerequisite(s) Nil
Content This unit of study examines physical growth and the development of motor characteristics of humans from childhood into adulthood, including the genetic and environmental factors that interact to influence these processes. The unit examines the deterioration in physical processes and motor characteristics of humans as they age. The unit focuses across the lifespan to give a balanced perspective on age-related effects on human motor function. The unit of study forms a basis for the applications of knowledge in growth development and ageing in the field of Exercise and Sport Science.

Required Reading Specific journal articles to be advised by lecturer.
Recommended Reading To be advised by lecturer.
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%.

AHE2104 EXERCISE PHYSIOLOGY
Campus Footscray Park
Prerequisite(s) RMB1174 Human Physiology.
Content This unit of study applies the students’ knowledge of Human Physiology to understanding the acute and chronic responses to exercise, as well as the physiological bases of exercise performance. The unit examines: the acute effects of exercise on the cardiovascular, respiratory and thermoregulatory systems; the metabolic supply of energy to exercising muscles, both nutritional and biochemical; and neural mechanisms controlling movement and associated exercise responses. The second part of the unit examines longer term (chronic) physiological responses of exercise training, with focus on cardiorespiratory and musculoskeletal adaptations. Practical sessions will complement topics covered in lectures and will include topics such as: energy metabolism at rest and during exercise; maximal oxygen consumption; cardiovascular and respiratory responses to exercise; indirect measurement of body fat and anaerobic power testing. The unit of study will include both descriptive and mechanistic approaches, to enhance student understanding of exercise physiology principles. The unit also contains a practical component that determines metabolic rate and cardiorespiratory response to exercise during exercise. This unit also forms the basis for advanced care and elective studies in the Exercise and Sport Science Stream.

• Learning Outcomes On successful completion of this unit, students will be able to:
  • Demonstrate Knowledge and understanding of the acute physiological responses to exercise;
  • Demonstrate an understanding of the interaction between muscle metabolism, the endocrine and cardiorespiratory systems;
  • Demonstrate an understanding of the impact of different environmental conditions on performance;
  • Demonstrate basic practical skills required in an exercise physiology laboratory.

Required Reading Specific journal articles to be advised by lecturer.

Class Contact Three hours per week for one semester comprising two one-hour lectures and one two-hour laboratory class every second week.

Assessment Final examination 60%; Mid-semester examination 25%; Laboratory quizzes 15%; Laboratory oral exam 5%.

AHE2111 PRACTITIONER HEALTH 1
Campus St Albans
Prerequisite/s RMB1211 Bioscience 2 or equivalent.
Content This unit of study aims to develop the students’ understanding of health and exercise. The unit introduces students to elements of physical fitness and exercise physiology to allow them to assess their own health and fitness, develop training and rehabilitation programs and evaluate the outcomes.

• Learning Outcomes On successful completion of this unit, students will be able to:
  • Develop the core graduate attributes of problem solving, using information, communication and working as a professional.
  • Apply the skills and knowledge they have developed in their university studies by actively and confidently integrating theory and practice to the development of thorough understanding of health and exercise.
  • Use modern technology and multiple resources to locate, retrieve and process a range of information for critical analysis.
  • Communicate information effectively in both written and oral modes for a variety of purposes and audiences, skills developed through tutorial presentations, group projects and submission of complex assessment tasks.
  • Exercise critical and reflective judgement through the completion and evaluation of a training diary, and participation in collective and individual tasks with feedback following these sessions.


Class Contact Forty-eight hours over one 12-week semester comprising two (2) hours per week delivered as lectures and two hours per week practical class delivered as laboratories or tutorials.

Assessment This unit has three assessment items. Knowledge skills and values developed will be assessed through group discussion, problems solving exercises and completion of a two thousand (2000) word assignment (20%); and the completion of a Laboratory Workbook (2000 words) (30%). Students are required to complete a written training diary with analysis (2000 words) (50%). To obtain a pass or higher in this graded unit, normally all components of assessment must be passed.

AHE2112 HISTORY OF SPORT
Campus Footscray Park
Prerequisite(s) Nil
Content This unit of study aims to trace the history of physical education and sport...
from ancient to modern times. Its purpose is to assist students in developing an understanding of the historical foundations of physical education and sport so that they will be equipped to undertake further work in the sociocultural study of human movement. Students will be encouraged to seek out the meanings that sport and physical education held for people during different historical periods, and to identify the linkages between modern sports and physical education and their earlier counterparts. Special emphasis will be given to: the origins of the Olympic Games; the modernization of sport; the diffusion of the games ethic through the British Empire; and the development of physical education and sport in Australia. The unit also aims to assist students in gaining an appreciation of the different theoretical and methodological approaches related to the history of sport and physical activity in society.

- **Learning Outcomes**: On successful completion of this unit, students will be able to:
  - Demonstrate in written form an appreciation and understanding of the development of sport as a significant social force in western civilisations;
  - Demonstrate in written form, the use and analysis of primary and secondary source documents in the field of sports history;
  - Critically research, interpret, and then verbally discuss historical aspects of sport and physical activity in the western world;
  - Bring historical knowledge to bear upon written understandings of current issues associated with sport;
  - Display in written and verbal form, an appreciation of different theoretical and methodological approaches to the study of sport and physical activity in society.

**Required Reading**:

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

**Assessment**: Written assignments 65%; Final examination 35%. All components of assessment must be satisfactorily completed.

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**AHE2127 MOTOR LEARNING**

**Campus**: Footscray Park.

**Prerequisite(s)**: Nil.

**Content**: The aims of this unit of study are to develop students’ knowledge and understanding of the wide range of factors affecting the process of motor skill learning and motor performance and to introduce students to theoretical and practical aspects of experimental design and procedures used in motor learning research.

- **Learning Outcomes**: On successful completion of this unit, students will be able to:
  - Understand the way in which motor skills are produced from a psychological perspective;
  - Understand basic principles related to organising the learning of motor skills;
  - Demonstrate their ability to synthesise empirical journal articles and communicate the findings to their peers;
  - Understand the basic tenets of the expert performance approach and findings related to the development of motor skills up to the elite level.

**Required Reading**:

**Class Contact**: Four hours per week for one semester comprising two one-hour lectures and one two-hour laboratory/tutorial.

**Assessment**: Mid-semester examination 20%; Final examination 30%; Laboratory folder/laboratory participation 20%; Individual paper 30%.

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**AHE2151 HUMAN SEXUALITY AND SOCIETY**

**Campus**: Footscray Park.

**Prerequisite(s)**: Nil.

**Content**: The aim of the unit is to examine the sexual health of individuals and populations. Analysis using a lifespan model will allow the review of theories from relevant sociological, cultural, biological, psychological and legal areas of study. The organisational focus of this review will enable the student to develop a greater understanding of the dimensions of human sexual health and wellbeing. This unit is recommended for those wishing to enter the teaching profession, particularly at secondary level.

- **Learning Outcomes**: On successful completion of this unit, students will be able to:
  - Demonstrate in written form their understanding of the theoretical foundations and applications of the lifespan model of sexual health and wellbeing;
  - Demonstrate in verbal and/or written form the application of the lifespan model to late childhood and adolescent sexual identity, health and wellbeing;
  - Demonstrate in written form their ability to collect and assemble useful and appropriate teaching and learning resources on sexual health for use in schools and community education settings.

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

**Class Contact**: One one-hour lecture and one two-hour tutorial/seminar per week for one semester.

**Assessment**: Exam 30%; Research project/paper 40%; Teaching and learning resource file 30%. (Total EWL 3000 words).

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**AHE2200 MOTOR CONTROL**

**Campus**: City Flinders and Footscray Park.

**Prerequisite(s)**: AHE1202 Biomechanics; AHE1204 Exercise Physiology.

**Content**: This unit of study introduces students to the neuro-mechanical basis of the control of human movement as it relates to exercise and sport, at the central, spinal and peripheral levels of the nervous system. Areas to be covered are: brain centres controlling movement; descending and ascending pathways; receptors and reflexes; motor units, muscle mechanics and contraction control; balance; locomotion; proprioception; training; fatigue; disuse.

- **Learning Outcomes**: On successful completion of this unit, students will be able to:
  - Understand the basic mechanisms by which human movement is controlled by the central and peripheral nervous system;
  - Apply this knowledge to exercise, sports and clinical contexts;
  - Integrate their knowledge of motor control with their current knowledge of anatomy, physiology and biomechanics.

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

**Recommended Reading**:
- Brown & Benchmark, Madison.

**Class Contact**: Four hours per week for one semester: two hours lecture/tutorial, two hours practical/tutorial.

**Assessment**: Lab work 30%; Quizzes and assignments 20%; Final exam 50%.

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**AHE2202 FUNCTIONAL KINESIOLOGY**

**Campus**: Footscray Park.

**Prerequisite(s)**: AHE1101 Structural Kinesiology or equivalent.

**Content**: This unit of study will cover the major joint complexes and movement analysis.

- **Learning Outcomes**: On successful completion of this unit, students will be able to:
  - Identify the structure and function of the components of the major joints of the human body;
  - Understand the cause and consequence of impairment to the musculoskeletal system;
  - Develop an understanding of the techniques used for kinesiological analysis.;
  - Critically analyse functional kinesiology research;
  - Perform basic movement analysis.

**Recommended Reading**:

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

**Assessment**: Practical/tutorial contribution 30%; Semester test 25%; Final examination 45%.

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**AHE2213 CAREER AND PROFESSIONAL DEVELOPMENT 2**

**Campus**: Footscray Park.

**Prerequisite(s)**: AHE1102 Career and Professional Development 1.

**Content**: This unit of study will cover resume preparation, networking, career clarification, report writing, job search skills and careers in Human Movement, Physical Education, Exercise Sciences, Psychology, Sport and Fitness. Students learn to identify their strengths and competencies through their education, work
and extracurricular experiences. These are documented according to the guidelines of the Victoria University Career Portfolio. Students are taught how to: develop this portfolio throughout their studies; identify core graduate attributes and other essential professional competencies; and adapt this as a very effective resume for the job of their choice. Students find a suitable 70-hour leadership career placement using a variety of sources eg. networking, the career placement board, and career development officers or guest speakers. Students are to complete a 70-hour placement under supervision of appropriate industry supervisors and a comprehensive business report.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate increased knowledge through a 70-hour placement in a new and unfamiliar area;
- Understand how the job experience makes them more employable in their future career;
- Assist in the job search process, including such areas as networking, writing resumes and succeeding in the interview process;
- Apply in-depth knowledge to assist them in making informed career-planning choices;
- Identify personal attributes and transferable skills which will guide the employment search;
- Apply job-hunting skills to obtain a career (learning) placement in the broad areas of exercise science, human movement, sport, and physical education;
- Write business reports describing the context, objectives, planning, implementation and evaluation of a work placement;
- Conduct an information interview in order to better understand a job that they are interested in finding more about;
- Network effectively to access the hidden job market.


**Recommended Reading Articles as advised.**

**Class Contact** Equivalent to three hours per week over one semester - comprising lectures, presentations, seminars, online activities, workshops, guest speakers and a 70-hour career placement.

**Assessment** Resume 15%; Online activity 15%; Assignment 10%; Report 50%; Attendance and participation 10%.

### AHE2214 SPORT AND FITNESS DELIVERY SYSTEMS

**Campus** Footscray Park

**Prerequisite(s)** Nil.

**Content** The content of this unit of study will assist students in developing an understanding of contemporary sport and fitness delivery systems. The unit undertakes an in-depth examination and critical analysis of models highlighting local, state and national structures and how they link into the Asia-Pacific region and the international structure of sport. The unit of study material will include: theoretical principles and methodologies associated with public policy, nationalism, and globalisation using a case study approach and analysis of key issues, organisations and events; a thorough examination of the Australian sport system including peak bodies such as the Australian Sports Commission, the Australian Olympic Committee, Melbourne 2006 Commonwealth Games, the Australian Institute of Sport and its affiliated network of state institutes/academies (eg. Victorian Institute of Sport), Sport and Recreation Victoria, the Victorian Major Events Corporation, Victorian Department of Education, Employment and Training, Sport Medicine Australia, the Department of Education, Employment and Training, Sport and Recreation Victoria, the Victorian Major Events Corporation, Victorian Department of Education, Employment and Training, Sport Medicine Australia, the Australian association of Exercise and Sports Science, Fitness Australia, VicFit, etc; major multi-sport events including the Olympic Games, the Commonwealth Games, world championships, etc and their relationship to Australia (ie. bidding, hosting, event organisation, performance review, etc); a comparative analysis of club versus school-based sport and elite versus community-based sport and recreation; a review and critique of fitness, exercise and physical education delivery systems with an emphasis on training, research, accreditation and employment opportunities.

- Learning Outcomes On successful completion of this unit, students will be able to: Understand the structure and function of the Australian sport and fitness delivery system and how it is affected by public policy;
- Comprehend theories associated with nationalism and globalisation and how they have affected the development of a unique model for sport and fitness within the Australian context;
- Demonstrate research and technical skills associated with analysing the Australian sport and fitness model.


- Websites www.ausport.gov.au
- www.australian.olympic.org.au
- www.melbourne2006.com.au
- www.olympic.org
- www.sport.vic.gov.au
- www.vicfit.com.au
- www.vis.org.au

**Class Contact** Three hours per week for one semester, comprising: one one-hour lecture and one two-hour lecture designed to permit adequate time for field trips, logbook assignments, special guest lectures, etc.

**Assessment** Tests (two during the semester) 45%; Final oral exam 15%; Sport and fitness delivery system logbook 40%.

### AHE3051 PHYSICAL ACTIVITY, HEALTH AND ADOLESCENCE

**Campus** Footscray Park and Melton

**Prerequisite(s)** Nil.

**Content** This unit of study will examine the following areas: defining physical activity and adolescence; the nature of physical activity in adolescence; participation patterns; positive and negative outcomes of physical activity; values, identity and self-esteem in adolescence; motivation, ability, effort and ego in physical activity through adolescence; socialisation through physical activity during adolescence; cultural/gender issues for adolescents in relation to physical activity; physical activity programs in schools and the community – Victoria and beyond; refinement of skill and excellence and the role of the physical educator; relationship between physical activity and health; health outcomes as a result of involvement in physical activity; overview of critical issues associated with physical activity during adolescence; adolescence, community health and physical inactivity.

- Learning outcomes On successful completion of this unit, students will be able to: Understand the key terminologies in the areas of physical activity, health, and adolescence;
- Comprehend the main physical, social and emotional changes occurring at the adolescent phase of human development;
- Demonstrate an awareness of the key health issues affecting adolescents; Demonstrate their understanding of the critical association between adolescent physical behaviours and their health;
- Acknowledge the role that physical activity plays during adolescence in facilitating community health;
- Undertake practical experiences that will expose them to common team pursuits appropriate for adolescents.

**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.


- Websites www.achper.com.au
- www.ausport.gov.au
- www.brightfutures.org/physicalactivity

**Class Contact** Forty-eight hours for one semester comprising lectures, seminars and practical sessions.

**Assessment** Curriculum project 35%; Skill development presentation 10%; Essay 35%; Research review report 20% (Total 3000 words).
AHE3052 CONTEMPORARY ISSUES IN PHYSICAL EDUCATION AND HEALTH
Campus: Footscray Park and Melton
Prerequisite(s): Nil.
Content: This unit of study will examine the following areas: theoretical understanding of physical education; valuing cultural diversity; the challenge for physical educators; models and terminology in the field of health; how does health education fit into the curriculum; theories and practice in preventing disease; breadth and balance in the physical education curriculum; progression and continuity in physical education between primary and secondary school; formal and informal modes of assessment in physical education; working with the community; positive or negative for schools; incorporating technology in the teaching of physical education and health; individual sports and adventure activities suitable for the school setting. Are all professional bodies on the same page?
• Learning outcomes: On successful completion of this unit, students will be able to:
  - Develop an understanding of contemporary language, terminology and models in the teaching of physical education and health;
  - Comprehend current methodologies associated with the development, presentation, and assessment of curriculum in the areas of physical education and health;
  - Demonstrate an awareness of socially responsible policies and practices in physical education and health in relation to equity and cultural diversity;
  - Critically analyse the relevance and understanding of health and illness on the learning of school students in relation to their own development into adulthood;
  - Have undertaken practical experiences that will expose them to common individual sports and adventure activities appropriate for children and adolescents.

Required Reading Literature specified by the lecturer representative of knowledge and issues associated with the current frameworks of teaching of physical education and health.


Websites:
- www.achper.com.au
- www.brightfutures.org/physicalactivity

Class Contact: Forty-eight hours for one semester comprising lectures, seminars and practical components.

Assessment: Research/data collection project 30%; Three exercises involving the reviewing of professional literature (incorporates progressive peer-based assessment) 15%; Review activities and 5% peer evaluation tasks; Essay assignment 40%; Lesson development activity 10% (Total 3000 words).

AHE3101 ADVANCED BIOMECHANICS
Campus: City Flinders (Biomechanics Laboratory) and Footscray Park.
Prerequisite(s): AHE2134 Sports Biomechanics or equivalent.
Content: This unit of study will include the following: use of advanced methods and analysis equipment that are used in specific areas of biomechanics, such as video/motion analysis and force platforms; biomechanical methodologies, instrumentation and data treatment; conducting biomechanics projects (e.g. a video project and a force platform project).

• Learning Outcomes: On successful completion of this unit, students will be able to:
  - Solve problems using given strategies, and recognize basic ethical issues involved;
  - Structure and supervise a group task with peers;
  - Synthesize academic material and write comprehensible approximations of given concepts and data for assessment;
  - Recognize issues of social and cultural diversity and identify basic strategies relating to these issues in learning activities.

Required Reading: To be advised by lecturer.


Class Contact: Four hours per week for one semester: one two-hour lecture/tutorial and two hours lab/tutorial.

Assessment: Coursework (video and force platform study) 60%; Final exam 40%.

AHE3111 SPORT AND SOCIAL ANALYSIS
Campus: Footscray Park
Prerequisite(s): Nil.
Content: This unit of study takes as its major focus the nature of sport, leisure, human movement and sport science in Australia. Analyses derive from poststructuralism, feminism, cultural studies and social history. These approaches are linked by a common concern to adopt a critical perspective in which the inequalities of class, gender, race, ethnicity, disability and age are revealed to be central to any attempt to understand sport. In terms of implementing change, it is argued that these fields represent an arena for struggle as they occupy a contradictory position in Australia. This provides the opportunity to reinterpret and reformulate their positioning, meanings and opportunities.

• Learning Outcomes: On successful completion of this unit, students will be able to:
  - Analyse in writing, their understanding of theory related to globalisation, media, youth, sports, and religion in sports;
  - Verbally demonstrate their knowledge of subject matter in globalisation, media, structures, and beliefs; and
  - Understand the impact of different environmental conditions on performance;

Required Reading: Specific journal articles to be advised by lecturer.


Class Contact: Four hours per week for one semester comprising two one-hour lectures and one two-hour laboratory class.

Assessment: Laboratory reports 30%; Short tests and assignments 20%; Final examination 50%.
• Demonstrate their cognitive skill competency in at least three of the major sociological topics.

Required Reading To be advised by lecturer.
Class Contact One one-hour lecture and one one-hour laboratory/tutorial.
Assessment Progressive assessment 40%; Final examination 60%.

AHE3112 CAREER AND PROFESSIONAL DEVELOPMENT 3
Campus Footscray Park.
Prerequisite(s) AHE1102 Career and Professional Development 1, AHE2213 Career and Professional Development 2.

Content This unit of study 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 extracurricular experiences. These are documented according to the guidelines of the Victoria University Career Portfolio. Students are taught how to: develop this portfolio throughout their studies; identify core graduate attributes and other essential professional competencies; and adapt this as a very effective resume for the job of their choice. Students find a suitable 140-hour management/administration career placement using a variety of sources eg. networking, the career placement board, and career development database or guest speakers. Students will complete a 140-hour placement under the supervision of appropriate industry supervisors and a comprehensive business report.

• Learning Outcomes On successful completion of this unit, students will be able to: Apply self-understanding to select a career within the human movement, health, sport, exercise science and rehabilitation industries that matches their interests, competencies and perceived abilities, personality and career values;
• Create a personal, focused skill-based, achievement-oriented resume;
• Broaden their knowledge, experiences and practices in the workplace through a 140-hour placement in a new and unfamiliar area.


Recommended Reading Articles as advised
Class Contact Equivalent to three hours per week over one semester - comprising lectures, presentations, seminars, online activities, workshops, guest speakers and a 140-hour career placement.
Assessment Interview assessment 15%; Reflective assignment 15%; Report 70%.

AHE3113 EXPERTISE IN SPORT
Campus Footscray Park
Prerequisite(s) No prerequisites, although completion of AHE2127 Motor Learning would be beneficial.

Content This unit of study will cover the following topics through lectures and student presentations: introduction to expertise in sport; practice and the development of expertise; coaching; organisation practice; characteristics of experts; automat city; perceptual skill; chemetrics of experts: decision-making and tactics; skill maintenance and masters athletes; and other related performance domains for expertise research (eg. medicine, law).

• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate their understanding of research into sport expertise;
• Identify the typical questions researchers ask, the paradigms that are used and the basic findings across studies;
• Demonstrate their ability to synthesise empirical journal articles and communicate the findings to their peers;
• Demonstrate their ability to select independently a research topic, generate a research question, and undertake an in-depth study on a subtopic by researching current findings.

Required Reading Readings from Farrow, Baker & MacMahon 2008, Developing expertise: researchers and coaches put theory into practice. As well as provided readings.

Recommended Reading Readings from Farrow, Baker & MacMahon 2008, Developing expertise: researchers and coaches put theory into practice. As well as provided readings.

Class Contact Two one-hour lectures and one one-hour seminar for 12 weeks.
Assessment Project proposal/outline 10%; Article presentation 15%; Test 30%; Paper/Project 45%.

AHE3121 ATHLETICS
Campus Footscray Park
Prerequisite(s) Nil

Content This unit introduces students to the basic theoretical and practical components of athletics. The unit aims to develop a theoretical knowledge of the basic principles of movement and technique, skill acquisition in a range of athletic events, plus the practical knowledge involved in both instruction and management.
• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate their theoretical and/or practical understanding of the basic principles involved in performing athletic events;
• Demonstrate their theoretical and/or practical understanding of skill acquisition in a wide range of track and field skills/events;
• Demonstrate their theoretical and/or practical knowledge of athletic organisation and management;
• Demonstrate coaching skills and techniques necessary for the organisation and administration of athletics programs for a range of clients
• Demonstrate their theoretical and/or practical knowledge of correct basic running, throwing and jumping techniques when applied to other on-land sports.

Class Contact Three hours per week for one semester comprising one one-hour lecture and one two-hour practical.
Assessment Practical assessment 30%; Meet program (500 words) 10%; Exam (1000 words) 30%; Assignment (1000 words) 30%. There is an 80% attendance requirement for this unit.

AHE3124 GROWTH AND DEVELOPMENT
Campus Footscray Park
Prerequisite(s) Nil

Content The aims of this unit of study are to: develop students’ knowledge of the physical growth and motor characteristics of humans throughout the lifespan; promote students’ understanding of the genetic and environmental factors that interact to influence physical growth and motor development; and develop an understanding and appreciation of the applications of a knowledge of growth and development in the field of Human Movement.

Required Reading To be advised by lecturer.
Class Contact 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%.

AHE3200 PROFESSIONAL ETHICS
Campus Footscray Park
Prerequisite(s) Nil

Content The core lecture topic areas include: the nature of, and skills required in, ethical inquiry; postmodernism and its effect on physical education teaching and curricula; 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; the notion of virtue and an understanding of sport and exercise as educative; and the effect of globalisation 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.

• Learning Outcomes On successful completion of this unit, students will be able to: Know the ethical implications of professional practice in the fields of physical education, sports management, sports science/research and fitness instruction; Understand the nature and significance of ethical inquiry in general, and in sport;
• Understand the nature and significance of ‘personhood’ and ‘paternalism’ as they relate to various practice/approaches within the field of sport;
• Know the nature and significance of the relationship between the private individual and the public practice/management of sport;
• Understand the ethical implications of the globalisation of various sports and the role of the media and the marketing profession in producing a global sports practice;
• Critically examine (in oral and written forms) arguments/problems arising out of lecture/seminar/reading materials;
• Mount and defend (in oral and written forms) their own well reasoned positions with respect to the issues dealt with in the lectures/seminars;
• Understand and embrace culturally and linguistically diverse communities.
Required Reading The unit of study lecturer will make available an online booklet of readings and online lecture notes. Readings included in the booklet are: Fairchild, D 1993, ‘From the mountains to the valleys: theorizing gender in sport through Mcnutt’s Phases’ in Discourse on Sport: 21st annual conference on FSSS, Centre for Applied Sport Philosophy and Ethics Research, Bedford, London, pp.66-74.


Class Contact Two hours per week for one semester: one two-hour lecture every second week and one two-hour practical/tutorial session every other week.

Assessment SPSS workbook exercises 20%; Examination 80%.

AHE3205 RESEARCH IN EXERCISE SCIENCE B

Campus Footscray Park

Prerequisite(s) AHE3204 Research in Exercise Science A.

Content This unit of study will examine key components of research in exercise and sport science. Content comprises: descriptive and inferential statistics; and ethical issues and issues of social and cultural importance in exercise and sport science research. This unit will provide students with basic skills in research, in preparation for Honours, postgraduate coursework or research degrees in exercise and sport science.

• Learning Outcomes On successful completion of this unit, students will be able to:
  - Use common measurement and evaluation techniques employed in exercise and sport science;
  - Apply key methodological principles in the design and implementation of an exercise and sport science research project;
  - Critically evaluate exercise and sport science research;
  - Understand which descriptive and inferential statistics to use when analysing quantitative research data;
  - Understand a range of ethical issues and issues of social and cultural importance in exercise and sport science research;
  - Use the computer package SPSS to statistically analyse quantitative data.

Required Reading Specific journal/readings will be available in the library/bookshop. Reading materials to be advised.


AHE3204 RESEARCH IN EXERCISE SCIENCE A

Campus Footscray Park

Prerequisite(s) Nil.

Content This unit of study will examine key components of research in exercise and sport science. Content comprises: measurement and evaluation techniques employed in exercise and sport science; designing an exercise and sport science research project; and critical evaluation of exercise and sports science research. This unit will provide students with basic skills in research, in preparation for Honours, postgraduate coursework or research degrees in exercise and sport science.

• Learning Outcomes On successful completion of this unit, students will be able to:
  - Understand the measurement and evaluation techniques employed in exercise and sport science;
  - Critically evaluate exercise and sport science research;
  - Design an exercise and sport science research project;
  - Critically evaluate exercise and sport science research.

Required Reading Specific journals/readings will be available in the library/bookshop.


AHE3219 ADAPTED PHYSICAL EDUCATION

Campus Footscray Park

Prerequisite(s) Nil.

Content The content of this unit of study includes: policy affecting people with a disability; learning, social and physical characteristics of people with a disability; instructional techniques to enhance skills of people with a disability; normalisation and integration; community-based sport for people with a disability.

• Learning Outcomes On successful completion of this unit, students will be able to:
  - Understand the field of Adapted Physical Education;
  - Plan and prepare appropriate and safe sessions to meet the individual needs of participants with disabilities;
  - Coach adults and children with an intellectual disability;
  - Design and modify the game environment for all participants;
  - Apply practical professional experiences in the area of adapted physical education;
  - Understand the essential theoretical skills of adapted physical education;
  - Analyse and change (if required) ineffective coaching/teaching behaviors in a variety of settings;
  - Recognise the opportunities and resources available to physical education specialists working with people who have a disability.

Required Reading Sherrill, C 2004, Adapted physical activity, recreation and sport, New York.
AHE3280 TEAM SPORTS
Campus Footscray Park
Prerequisite(s) Nil.
Content This unit is designed to develop the students’ knowledge and ability to conduct physical education classes involving team sports and games. This unit adopts a sport education model and Game Sense approach when providing students with an opportunity to plan, implement and evaluate group sessions related to team sports and games. The activities will include invasion games, racquet sports and ball games.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate their understanding of the field of team sports and group games;
  - Demonstrate their understanding of the essential theoretical skills to teach team sports;
  - Demonstrate their ability to plan, implement and evaluate group sessions using models of Game Sense and Sports Education;
  - Demonstrate their ability to coach adults and children in a wide variety of group sports and games;
  - Demonstrate their ability to design and modify the game environment for all participants.

Required Reading
Game Sense: http://www.scottishrugby.org/.

Class Contact One one-hour lecture and one two-hour lab per week for one semester.
Assessment Logbook (1000 words) 40%; Lesson plan and teaching practical (500 words) 35%; Umpiring 10%; Review (500 words) 15%.

AHE4580 APPLIED SPORT PSYCHOLOGY
Campus Footscray Park.
Prerequisite(s) AHE1206 Sport Psychology.
Content This unit of study introduces students to models used in the application of sport psychology. It familiarises students with a range of assessment and skill training techniques in applied sport psychology. The unit introduces students to basic interviewing and counselling techniques and encourages students to apply these techniques in their chosen sports. Students will discuss their experiences in sport from a psychological perspective.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Understand what psychology is, the history of psychology, and the fundamentals of the main schools of psychology;
  - Understand how psychological phenomena influences behaviour in sport and physical activity settings;
  - Understand how psychology affects performance in sport;
  - Understand how participation in sport influences the psychological characteristics of the individual;
  - Deconstruct the attributes, characteristics and behaviours of successful coaching;
  - Understand issues in applied sport psychology, including psychology of coaching, imagery and goal setting.

Required Reading Selected readings will be assigned by the lecturer.
Recommended Reading Williams, J 2005, Applied sport psychology, 5th edn, Mayfield Publishing, Mountain View, California.

Class Contact One one-hour lecture and one two-hour tutorial/workshop.
Assessment Newspaper scrapbook 20%; Book review 30%; Reflective journal 30%; Participation and attendance (inc readings) 20%.

AHE4600 DRAMA 2A: SCRIPTED PRODUCTION
Campus Footscray Park
Prerequisite(s) AHEB010 Drama 1A or equivalent.
Content This unit of study focuses on the production and presentation of five performances of a play or similar theoretical pre-scripted work. Included in the unit will be: preparation and adaptation of script; technical design and plotting; and stage management and light/sound operation. This unit of study allows some scope for a student director to work with the lecturer.

Required Reading To be advised by lecturer.
Class Contact 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%.

AHG3100 PHYSIOLOGICAL BASES OF GOLF PERFORMANCE
Campus Footscray Park
Prerequisite(s) Nil.
Content This unit of study includes in-depth the physiological responses to exercise, building on the knowledge gained in previous core units of study presented in the Certificate IV and Diploma. The unit focuses on the cardiovascular, respiratory, metabolic, endocrine, neural and muscular responses to acute exercise, including exercise under environmental challenge (eg, cold and heat). This unit provides advanced understanding of the physiological responses to exercise and a thorough knowledge of the physiological adjustments made while playing golf. On completion of the unit, students should be able to:

- Demonstrate physiological systems which are predominant in golf;
- How these systems limit the performance in golf;
- Demonstrate how training and exercise influence the physiology of golf.


Class Contact Three hours per week for one semester comprising two one-hour lectures per week and one one-hour laboratory.
Assessment There are three components to the assessment: Participation in laboratories 25%; Examinations/quizues/tests 65%; Attendance and participation 10%. Students must attend at least 85% of all practicals to pass this unit. Attendance of less than 85% will result in failure of the unit. Therefore any inability to attend should be accompanied by a medical certificate or other documentation (eg, a letter from another lecturer).

AHG3101 APPLIED PSYCHOLOGY OF GOLF
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study provides students with a grounding in a broad range of fundamental issues in psychology and particularly sport psychology. The lecture and tutorial sessions will introduce students to concepts, theories, measurement techniques, and research in the field of applied sport psychology. The students will learn about the effects of mental processes on sport performance and sport behaviour. A review of the sport psychology literature and material is essential to achieve this purpose. In particular the unit aims to: consolidate student learning of what psychology is, the history of psychology and the fundamentals of the main schools of psychology; help students learn and understand how psychological phenomena influences behaviour in golf and physical activity settings; help students understand how psychology affects performance in golf; help students understand how participation in sport influences the psychological characteristics of the individual; introduce students to applied sport psychology and group processes in sport.

- Learning outcomes On successful completion of this unit, students will be able to:
  - Demonstrate knowledge of individual differences in sport behaviour including the role of personality in sport participation, the distinction between state, trait and interaction personality theories and sport-specific measures of individual differences;
• Understand the role of motivation in sport participation and performance including: achievement motivation, attribution theory, intrinsic/extrinsic motivation and self-efficacy/self-confidence;
• Understand the role of arousal in performance, including: competitive anxiety, arousal theories and sports performance, trait and state measures of anxiety and information processing models of attention;
• Understand the psychosocial aspects of sport psychology (audience effects, aggression, cohesion, leadership).

Required Reading
Morris, T & Summers, J (eds), Sport psychology: theory, applications and issues, Wiley and Sons, Sydney. Specific readings will also be given for each lecture topic.

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
Project presentation 25%; Mid and final examinations 60%; Written paper 15%.

AHG3102 KINESIOLOGY OF GOLF

Campus
Footscray Park.

Prerequisite(s)
Nil.

Content
This unit of study aims to give students: an appreciation of the form and function of the human body; an appreciation of the separate anatomical systems and their interrelationships and how these affect human functions in specific reference to performing the skills of golf; an understanding of the structure and function of the major joint complexes of the human body;
• Learning Outcomes
On successful completion of this unit, students will be able to:
  • Understand the internal and external forces acting on the body;
  • Understand the biomechanics of joint motion;
  • Understand the implications of joint structure and function to ‘good’ technique.

Recommended Reading

Recommended Reading
Specific readings will be given for each lecture topic.

Class Contact
Two hours per week for one semester comprising lectures and tutorials.

Assessment
Short-answer tests (two at 12.5% each) 25%; Mid-semester test/examination (plastic models) 25%; End-of-semester test/examination 50%.

AHG3103 GOLF PRACTICUM AND TOURNAMENT PREPARATION I

Campus
Footscray Park.

Prerequisite(s) Nil.

Content
Through both practical and theoretical learning modes these series of units aim to provide students with an optimal learning environment in which they will develop an excellent knowledge of the game of golf and fully develop their individual golf playing skills. The Golf Practicum and Tournament Preparation series of units will further build on students’ golf techniques and embrace rules and the important aspects of golf course etiquette. Golf course management skills will be developed along with playing and shot-making and selection in and under various playing conditions. Students will experience teaching and critical analysis of golfers at various skill levels as part of their personal development. The special skills required for tournament play will be a major part of this series of units. Students will learn the various forms of play in golf ranging from stroke play, stableford points, par and mixed foursome to Canadian scramble. Golf course management skills will be nurtured and developed in a weekly competitive game to be played on various courses around Melbourne. During on-course play coaches will impart knowledge to the students on such things as: etiquette, shot selection and various techniques which have been learned in other aspects of the course (ie mental rehearsal, food intake, stretching etc.). This unit of study will be taught via both instructional and experiential modes at the Brett LeBrouge Golf Academy at Sanctuary Lakes Golf Club. A two-hour block of four days will be devoted to the individual development of technique and skill in both teaching and playing 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 LeBrouge Golf Academy.

Required Reading

Recommended Reading
To be advised by lecturer.

Class Contact
Twelve hours per week for one semester comprising four two-hour lectures/tutorials and workshops and one four-hour laboratory practicum.

Assessment
Written examination of rules and interpretation (mid-semester) and final (2 x 15%) 30%; Portfolio presentation of golf skills and drills for teaching and practice 20%; Personal skill development assessed by lecturers based on film and practical skills testing 40% over the period of the semester.

AHG3200 GOLF BIOMECHANICS

Campus
Footscray Park.

Prerequisite(s) Nil.

Content
This unit of study is designed to enable the student to understand the physical and mechanical principles underpinning the biomechanics of human movement with particular emphasis on the golf swing and the development of an understanding of kinematics (movement/motion) and kinetic (force) aspects of biomechanics as it relates to golf:
• Learning Outcomes
On successful completion of this unit, students will be able to:
  • Demonstrate that they can perform a detailed analysis of an aspect of the golf swing;
  • Apply biomechanical principles to problems related to the golf swing and golf performance.

Required Reading
Bartlett, RM 1997, Introduction to sports biomechanics, E and FN Spon, London. Specific readings will also be given for each lecture topic.

Recommended Reading

Class Contact
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 laboratory report 20%; Basic personal swing analysis using swingert software 30%.

AHG3201 TECHNOLOGY AND GOLF

Campus
Footscray Park.

Prerequisite(s) Nil.

Content
This unit of study aims to examine the role of technology in the game of golf. It will examine the new development in topics such as: golf equipment, applications and methods used to analyse performance; computer programs and how training and teaching methods have changed or adapted to new technology. Indicative topics: clubs, materials, shafts shapes, balls, clothing, courses and course design principles (Bunkers greens), computer programs, the internet, history of golf equipment IT and golf and television, and professionalism in golf. This unit of study will be team-taught by experts in various aspects of the topics.
• Learning Outcomes
On successful completion of this unit, students will be able to:
  • Demonstrate how technology has influenced the development and subsequent performance of golfers;
  • Understand new advances in technology and the application of this knowledge to teaching and their own golf skill;
  • Appropriately use technology in golf swing analysis.

Required Reading
Wann, R, Griffin, F & Yocom, G 1998, Swing like a pro: the breakthrough method of perfecting your golf swing, Broadway Books, US. Leadbetter, D 2000, The fundamentals of Hogan, Doubleday, US. Specific readings will also be given for specific topics and will be in closed reserve.

Recommended Reading
Content Through both practical and theoretical learning modes these series of units aim to provide students with an optimal learning environment in which they will develop an excellent knowledge of the game of golf and fully develop their individual golf playing skills. The Golf Practicum and Tournament Preparation series of units will further build on students’ golf techniques and embrace rules and the important aspects of golf course etiquette. Golf course management skills will be developed along with playing and shot-making and selection in and under various playing conditions. Students will experience teaching and critical analysis of golfers at various skill levels as part of their personal development. The special skills required for tournament play will be a major part of this series of units. Students will learn the various forms of play in golf ranging from stroke play, stableford points, par and mixed foursome to Canadian scramble. Golf course management skills will be nurtured and developed in a weekly competitive game to be played on various courses around Melbourne. During on-course play coaches will impart knowledge to the students on such things as: etiquette, shot selection and various techniques which have been learned in other aspects of the course (ie mental rehearsal, food intake, stretching etc). This unit of study will be taught via both instructional and experiential modes at the Brett Lebroque Golf Academy at Sanctuary Lakes Golf Club. A two-hour block of four days will be devoted to the individual development of technique and skill in both teaching and playing the game of golf. One day a week will be spent in actual game play on various golf courses around Melbourne. At all times students will be under the supervision and professional PGA coaching of the staff from the Brett Lebroque Golf Academy.

AHG3301 EXERCISE PRESCRIPTION AND TRAINING FOR GOLF

Campus Footscray Park.
Prerequisite(s) Nil.

Content This unit of study aims to examine the principles of exercise and training preparation of athletes using knowledge gained from units such as Physiology and Biomechanics. The unit will examine traditional training such as strength programs, weight training and aerobics-based interventions. It will examine exercise for warm-up and injury prevention and programs for both the elite and beginning golfer. The content of the unit will equip students with the knowledge to develop individual physical training programs for all levels of golfing ability.

AHG3302 COMMUNICATION AND TEACHING TECHNIQUES

Campus Footscray Park.
Prerequisite(s) Nil.

Content This unit of study will examine current topics in developing the skills of communication, and teaching the physical preparation of golfers for play and practice. Issues to be discussed in seminars will include: report writing, CV presentation, leadership styles, safety issues, and teaching competencies and attributes required by golf professionals in various environments. An essential component of this unit is the development of individual and professional leadership competencies. The experience provides practical leadership skills and will involve the following situations: small group situations, programming, planning and organising.

AHG3300 MOTOR LEARNING AND SKILL DEVELOPMENT

Campus Footscray Park.
Prerequisite(s) Nil.

Content This unit of study is designed to introduce students to the basic knowledge and skills to understand how humans control movement, how movement skill is acquired and how movement skill develops in golf.

• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate knowledge of various motor learning and control theories and generalisations;
• Understand how information is used to teach, coach, learn, perform and study sport skills;
• Demonstrate the methods frequently used to study movement skill acquisition and performance;
• Demonstrate that these methods underlie the knowledge and assumptions scientists have about movement skill acquisition and performance;
• Demonstrate the characteristics of the task, instruction/practice and an understanding of how the learner and the environment affect sport skill instruction, learning, acquisition and performance.

Required Reading Magill, RA 2003, Motor learning and control: concepts and applications, 5th edn, McGraw-Hill, Boston. Specific readings will also be given for each lecture topic and will be available on reserve in the library.


Class Contact Two hours per week for one semester comprising one 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 (four reports) 20%; Presentation topic 20%; End-of-semester examination 50%. In accordance with Victoria University policy, attendance of less than 85% in labs/tutorials will result in failure of the unit.
AHG3303 GOLF PRACTICUM AND TOURNAMENT PREPARATION III
Campus Footscray Park.
Prerequisite(s) Nil.
Content Through both practical and theoretical learning modes these series of units aim to provide students with an optimal learning environment in which they will develop an excellent knowledge of the game of golf and fully develop their individual golf playing skills. The Golf Practicum and Tournament Preparation series of units will further build on students’ golf techniques and embrace rules and the important aspects of golf course etiquette. Golf course management skills will be developed along with playing and shot-making and selection in and under various playing conditions. Students will experience teaching and critical analysis of golfers at various skill levels as part of their personal development. The special skills required for tournament play will be a major part of this series of units. Students will learn the various forms of play in golf ranging from stroke play, stableford points, par and mixed foursome to Canadian scramble. Golf course management skills will be nurtured and developed in a weekly competitive game to be played on various courses around Melbourne. During on-course play coaches will impart knowledge to the students on such things as etiquette, shot selection and various techniques which have been learned in other aspects of the course (ie mental rehearsal, food intake, stretching etc).
- Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate the correct technique in performing all the golf skills;
  - Demonstrate a thorough understanding of the golf rules and their applications;
  - Demonstrate the skills and techniques for golf practice and tournament preparation;
  - Teach the game of golf to their peers;
  - Display correct etiquette and professional conduct during play and practice on the golf course.


Recommended Reading To be advised by lecturer.
Class Contact Twelve hours per week for one semester comprising four two-hour lectures/tutorials and workshops and one four-hour laboratory practicum.
Assessment Written examination of rules and interpretation (mid-semester and final (2 x 15%) 30%; Portfolio presentation of golf skills and drills for teaching and practice 30%; Personal skill development assessed by lecturers based on film and practical skills testing over the period of the semester 40%.

AHH0421 HONOURS THESIS
Campus Footscray Park.
Prerequisite(s) Nil.
Content The Honours Thesis is designed to be an educational experience that gives students the opportunity to conceptualise, design, implement and evaluate a specific research project related to human movement. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline’s body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher.
- Learning Outcomes On successful completion of this unit, students will be able to:
  - Identify/construct a research problem or issue;
  - Review the relevant literature;
  - Determine appropriate methods (including ethics) to study the problem;
  - Collect and analyse data, using suitable quantitative, qualitative or other appropriate methods and techniques;
  - Report and discuss the results in the context of the review of literature, draw conclusions, evaluate the process undertaken and make recommendations for future research and for practice;
  - Present the whole process clearly and accurately in a formal thesis, normally between 7000 and 15,000 words.

Required Reading To be advised by lecturer.
Class Contact The research process will be monitored by regular meetings with the supervisor in light of the agreed-upon thesis proposal. On the advice of the supervisor, students may be required to undertake coursework studies to acquire or develop the knowledge and skills required to successfully complete the thesis.
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 examination of the thesis: pass without further examination; pass unit of study with corrections to the satisfaction of the School’s Honours Courses Committee; deferred for resubmission after major revision; fail. In the event that there is a major disagreement between the examiners, a third examiner will be appointed.

AHHS010 EXERCISE PHYSIOLOGY THEORY AND PRACTICE
Campus Footscray Park.
Prerequisite(s) AHHS2014 Exercise Physiology
Content This unit of study applies students’ knowledge of human physiology to an understanding of the acute and chronic responses to exercise, as well as the physiological bases of exercise performance. The unit examines: the acute effects on the cardiovascular, respiratory and thermoregulatory systems; the metabolic supply of energy to exercising muscles, both nutritional and biochemical; and neural mechanisms controlling movement and associated exercise responses. Practical sessions will complement topics covered in lectures and will include topics such as: energy metabolism at rest and during exercise; maximal oxygen consumption; cardiovascular and respiratory responses to exercise and indirect measurement of body fat. The unit will include both descriptive and mechanistic approaches to enhance student understanding of exercise physiology principles. This study unit forms the basis for advanced core and elective studies in the Exercise and Sport Science stream. Tools used include: WebCT, powerpoint, multimedia, internet and internet.
- Learning Outcomes On successful completion of this unit, students will be able to:
  - Apply both theoretical knowledge and practical skills regarding the acute responses to exercise and performance;
  - Understand the acute physiological responses to exercise and exercise performance in normal, healthy populations;
  - Apply this knowledge to the physiological measurement of exercise performance.

Class Contact Three hours per week for one semester comprising two one-hour lectures and one two-hour laboratory class every second week.
Assessment Final examination (two hours) 40%; Mid-semester examination (one hour) 25%; Laboratory quizzes (5 x quizzes @ 7% each) 35%.

AHHS012 MOTOR CONTROL AND SKILL IN EXERCISE
Campus Footscray Park.
Prerequisite(s) AHHS010 Exercise Physiology Theory and Practice; AHHS014 Biomechanics Theory and Practice.
Content This unit of study is designed to introduce students to the knowledge bases and skills to understand how humans control movement, and how movement skill is acquired. Students are introduced to: functional neuroanatomy; the neuro-mechanical basis of the control of human movement as it relates to exercise and sport, at the central, spinal and peripheral levels of the nervous system. Students also gain knowledge and understanding of the wide range of factors affecting the process of motor skill learning and motor performance such as practice structure and the development of automaticity in skills. Students will be introduced to theoretical and practical aspects of experimental design and procedures used in motor learning research. Tools used include: WebCT, powerpoint, multimedia, internet and internet.
- Learning Outcomes On successful completion of this unit, students will be able to:
  - Apply both theoretical knowledge and practical skills in motor control and skill acquisition;
  - Understand how human control movement, and how movement skill is acquired;
  - Use basic observations to assess the control of movement and skill acquisition in normal, healthy populations.

AHHS100 APPLIED PSYCHOLOGY OF SPORT AND EXERCISE
Campus: Footscray Park.
Prerequisite(s): Nil.

Content: This unit of study aims to: introduce students to a model of the application of sport psychology; familiarise students with a range of assessment and skill training techniques in applied sport psychology; encourage students to apply these techniques to their chosen sporting contexts; invite students to critically consider the underlying theoretical base and research support for these procedures. The unit will include the following topics: introduction to unit: A model of psychological skills training in sport; initial psychological skills assessment. Goal setting: technical, tactical, physical, psychological. Stress management: stress, anxiety and arousal; arousal and performance. Stress management: anxiety and measurement. Stress management: cognitive and somatic stress management techniques. Imagery: theory and research on mental practice and imagery. Imagery: measurement, techniques and uses. Self-confidence: theory and research on self-confidence and self-efficacy. Self-confidence: measurement and enhancement techniques. Attention and concentration: theory and research, including attention style. Attention and concentration: measurement and techniques to develop attention capacities. Engenerisation: theory, research and techniques. Construction of sport specific and individualised psychological skills routines; ongoing review and modification of the program. Issues and problems in applied sport psychology (eg. adherence, crisis intervention, ethics).


Class Contact: Two hours of lectures per week for one semester.
Assessment: Essay 50%; Final examination 50%.

AHHS113 RESISTANCE TRAINING
Campus: Footscray Park.
Prerequisite(s): Nil.

Content: This unit of study introduces students to the principles and practices of resistance training. The unit deals with systems of resistance training and exercises for the various body parts. An understanding of muscle actions is fostered throughout the unit. Resistance training for the general population will be covered. Students will be encouraged to critically evaluate past and current practices in the field and to develop their own models of resistance training for general fitness, strength, hypertrophy and muscular endurance.


Class Contact: 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%.

AHHS120 NUTRITION AND DIET FOR PERFORMANCE
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study introduces students to the principles and practices of resistance training. The unit deals with systems of resistance training and exercises for the various body parts. An understanding of muscle actions is fostered throughout the unit. Resistance training for the general population will be covered. Students will be encouraged to critically evaluate past and current practices in the field and to develop their own models of resistance training for general fitness, strength, hypertrophy and muscular endurance.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Design, implement, lead, and demonstrate and evaluate resistance training programs in normal, healthy populations.

Required Reading Nil.
Class Contact 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%.

AHHS140 EXERCISE PRESCRIPTION
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study aims to provide students with: an understanding of the theoretical knowledge and practical skills necessary for the task of prescribing exercise; the opportunity to develop the capacity to prescribe theoretically sound exercise programs for a variety of sporting populations and exercising individuals. The unit will include the following topics: theory of exercise prescription; review of laboratory-based assessment procedures; adherence to exercise: myths and realities; fundamentals of prescription; review of field-oriented assessment procedures; the metabolic basis of prescription; low back care and prescription; flexibility and prescription; soft tissue rehabilitation; weight control; nutrition and prescription; resistance training prescription; prescription in the pre- and postnatal environment; prescription for the elite athlete, the cardiovascularly impaired, the aged, the disabled and the child.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Understand the theoretical knowledge and practical skills necessary to the task of prescribing exercise:
  - Prescribe theoretically sound exercise programs for a variety of sporting populations and exercising individuals.

Class Contact Two hours of lectures per week for one semester.
Assessment Oral test review of anatomy/physiology of exercise 10%; Case studies: child 20%, sub-elite 20%, elite 20%; Final examination 30%.

AHHS160 EXERCISE AND SPORT SCIENCES FIELDWORK
Campus Footscray Park.
Prerequisite(s) Nil.
Content The aims of this unit of study are to:
- provide students with the opportunity to apply sport and exercise theory and practice in a practical setting; introduce students to the range of career options within the field; and extend the professional networks of students.

Required Reading To be advised by lecturer.
Class Contact Eight hours of seminars in total for one semester in addition to 70 hours (two weeks) of field contact.

Assessment Due to the individual nature of this unit of study assessment is graded on a satisfactory/unsatisfactory basis. All components of assessment must be completed and passed in order to receive a satisfactory grade. Components include: A minimum of 70 hours fieldwork; Satisfactory field supervisor’s evaluation; Completion of a satisfactory placement report; Completion of class reading; Completion of all class assignments.

AHM5203 PROGRAM ADMINISTRATION AND DELIVERY
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study will provide students the opportunity to explore the principles of administration theory and apply the principles in the recreation service delivery sector. Emphasis will be placed on the experience of students and will challenge the current practices with alternative models of administration and delivery systems. The unit aims to develop an understanding of administration theory and apply that theory to the practice of delivering recreation services.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Understand programming as a systematic planning process using different models of program development as they apply to recreation and sport services;
  - Incorporate the necessary steps in program design within a variety of organisational designs and structures, noting the relationship to the operating philosophy of an agency and its selected means of programming for its clients;
  - Identify different recreation/sport programming models and apply these models to current programming practice, and evaluate existing services.

Required Reading Contemporary articles, web materials and excerpts from relevant texts will be identified and explored during class sessions. To be advised by lecturer.

Class Contact Three hours per week for one semester comprising three-hour seminar and lecture.
Assessment Students are required to negotiate a contract between the lecturer and themselves regarding their assessment.

AHQ0001 ADVANCED QUANTITATIVE RESEARCH METHODS
Campus City Flinders, Footscray Park, St Albans (as per student enrolment).
Prerequisite(s) AHQ2001 Introduction to Research Design and Methods; or equivalent.
Content This unit of study provides a detailed examination of advanced quantitative methodologies, design and analyses as key elements of the research process, with an emphasis on the importance of experimental design and statistical decision-making. The unit covers such topics as: the general linear model; analysis of variance and covariance; statistical power; multivariate designs including: multiple regression analyses, multivariate analysis of variance, and factor analysis. The unit also introduces students to the use of non-parametric data analyses and underlying reasons for choosing non-parametric over parametric statistical tests. Students will also receive practical experience in data analysis using the SPSS computer package, however, the focus of the course will be on statistical analyses as a part of the total research process.

Class Contact One two-hour seminar and one one-hour tutorial per week for one semester.
Assessment Research proposal or critique 50%; Data analysis project 50%.

AHQ0002 ADVANCED QUALITATIVE RESEARCH METHODS
Campus City Flinders, Footscray Park and St Albans.
Prerequisite(s) AHZ2001 Introduction to Research Design and Methods; or equivalent.
Content This unit of study provides students with advanced knowledge and skills in qualitative research methodologies and procedures. Topics include: major...
paradigms and theoretical perspectives of qualitative research; major qualitative research methodologies eg. ethnography, grounded theory, phenomenology, poststructural/critical research, action research, case studies etc. Technique and procedures of advanced skills in data collection including participant and non-participant observational strategies, individual and group interviewing techniques, and unobtrusive strategies such as document analysis. Techniques for qualitative data analysis include using computers in qualitative data analysis. Credibility and trustworthiness issues, ethical issues and writing up of qualitative research will be discussed.

**Required Reading**


**Class Contact**

One two-hour seminar and one one-hour tutorial per week for one semester.

**Assessment**

Seminar paper on research design of a proposed project 50%; A written report on the process of data collection and analysis 50%.

**AHRO131 RECREATION ENTREPRENEURSHIP**

**Campus** Footscray Park

**Prerequisite(s)** Nil.

**Content**

This unit of study will cover the following topics: development of small business in Australia; recreation and small business issues; gaining external resources finance and expertise; business planning for small business; legal and taxation issues for small business; small business marketing; small business staff management; small business financial management; and developing tender documents.

**Required Reading**


**Recommended Reading**


**Journals**

The following journals will provide contemporary analysis:

- Websites Parks and Leisure Australia. www.parks-leisure.com.au
- Australian Tax Office. www.taxreflorm.at.gov.au

**Class Contact**

Equivalent to three 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) 20%; Syndicate project - tender proposal for real recreation project (1000 words per syndicate member) 30%.

**AHRO134 INCLUSIVE RECREATION STRATEGIES**

**Campus** Melton

**Prerequisite(s)** Nil.

**Content**

This unit of study will include: an overview of contemporary inclusive practice; recreational needs and interests of diverse populations; barriers and constraints facing recreation participants; and strategies needed to plan, develop, implement and evaluate inclusive recreation opportunities and environments.

**Required Reading**


**Class Contact**

Equivalent to three hours per week.

**Assessment**

Individual essay/project 30%; Quizzes 40%; Work integrated learning/industry-based project 30%.

**AHRO141 BUSHWALKING LEADERSHIP**

**Campus** All campuses on which the Bachelor of Sport and Recreation Management is taught, currently: Footscray Park, Sunbury and Melton.

**Prerequisite(s)**

Corequisites AEB0080 Theories of Outdoor Education or AHS1100 Introduction to Sport and Recreation or equivalent.

**Content**

This unit of study covers with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. In this unit students will develop: lightweight camping skills; planning and logistics; facilitation and leadership skills to participate in and conduct day and extended overnight bushwalks. They will gain sound knowledge in the theories and modes of instruction of bushwalking and an understanding of the physical, mental and social demands of bushwalking and lightweight camping. Caring for and appreciation of the bush environment through the utilisation of minimal impact practices and industry accepted standards will be emphasised.

- Learning Outcomes On successful completion of this unit, students will be able to: Select appropriate equipment for bushwalking (personal and group); Apply planning processes to organising bushwalks for clients; Demonstrate walking skills in a non-urban environment; Demonstrate navigation skills in a non-urban environment; Walk in a safe manner; Maintain physical welfare of the group; Establish effective communication; Lead a group of walkers safely; Select and maintain a temporary campsite using minimal impact practices; Complete post-trip responsibilities; Use a map and compass; Plan a route in trackless areas; Navigate in trackless areas.

**Required Reading**


**Class Contact**

Lectures: 12 X 1 hour; Tutorials: 12 X 3 hours; Camp based: 200 hours.

**Assessment**

Practical skills and field work (WIL) (1500 words) 50%. Students will be required to demonstrate a range of skills that relate to self and group maintenance in the outdoors, and will display a sound understanding of leadership and group management theories as they relate to the bushwalking experience. Written assignments/presentations (1500 words) 50%. Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relates to an aspect of their studies. The findings of their research are presented to their peers. Placement Students spend considerable periods of time in the field. Due to the risk involved with this activity, students follow a process closely equivalent to WIL whilst in the field with fellow students representing clients and/or group participants.

**AHRO144 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)**

Corequisites AEB0080 Theories of Outdoor Education or AHR1101 Introduction to Recreation or equivalent.

**Content**

The unit of study will cover: practical and theoretical skills in rock climbing and abseiling; how to develop and implement risk management strategies and plans; industry best practice, the selection of appropriate facillitators and equipment; identification of the effects of groups on cliff environments and exploration of the application of sustainable environmental and minimal impact practices and planning for inclusive rock climbing experiences; and experiential applications in both educational and recreational settings.

- Learning Outcomes On successful completion of this unit, students will be able to: Appreciate the wide range of climbing styles that exist; Identify some of the educational and recreational outcomes of top rope climbing and abseiling; Identify various hazards in cliff environments;
• Manage a group in a cliff environment;
• Appreciate cliff environments;
• Identify the effects of groups on cliff environments and how these can be minimised;
• Access the safety of abseiling and top rope climbing procedures;
• Competently tie a range of knots commonly used in abseiling and climbing;
• Competently belay a person abseiling and climbing;
• Competently use and care for a range of equipment used for abseiling and climbing;
• Demonstrate the fundamental skills needed for abseiling and climbing;
• Demonstrate simple lowering systems and use of various techniques to ascend ropes.

Required Reading

Recommended Reading

Journals

• Websites
Australian Climbing Gyms. www.austclimbinggyms.com.au
• Australian Climbing Instructors Association. www.acia.com.au
• Bureau Of Meteorology. www.bom.gov.au
• National Parks. www.parks.leisure.com.au
• Victorian Outdoor Education Association. www.voiea.edu.au
• Professional Association of Rock Climbing Instructors. www.paci.com.au
• Risk management. www.mountainsafety.org.nz
• AdventurePro. www.adventurepro.com.au

Class Contact
Forty-eight hours of workshops and climbing face instruction, practice and 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 rock climbing 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.

AHRO147 THEORY AND APPLICATION OF SAILING
Campus All campuses on which the Bachelor of Recreation Management is taught, currently: Footscray Park, Sunbury and Melton.

Prerequisite(s)
AEB0080 Theories of Outdoor Education or AHR1101 Introduction to Recreation or equivalent.

Content
In this unit of study, students will develop a basic knowledge of sailing and gain an appreciation of the use of sailing as a recreational and/or educational activity. Students will gain an understanding of the theoretical and practical requirements of sailing in a range of open water vessels. These understandings will allow students to interpret wind and sea conditions, map reading and navigation. The unit will make students proficient in all basic aspects of sailing dinghies and those required to act as a functional member of a crew on larger sailing vessels. Students will explore the leadership required to skipper a dinghy and consider the teamwork approaches required to safely sail dinghies in open water. Topics covered include: skills and instruction in the use and maintenance of sailing dinghies; maritime law and the application of sailing; modification and selection of appropriate equipment for specific populations; leadership theories and the leadership skills needed to safely captain a sailing vessel; the use of sailing as an educational tool and a recreational pastime; marine conservation and environment issues and minimal impact practices in the aquatic environment; risk management theories and the application of appropriate risk management strategies in the sailing context. NB: This unit of study complies with industry standards and requirements as established by the Victorian Institute of Teaching, National Outdoor Leadership Registration Scheme and the Adventure Activity Standards.

Learning Outcomes
On successful completion of this unit, students will be able to:
• Demonstrate appropriate dinghy sailing skills;
• Select and use appropriate sailing equipment;
• Acknowledge the risks of sailing in an open water environment, and through the application of risk management theory, effectively manage risk;
• Demonstrate appropriate leadership skills to safely captain a sailing vessel through the investigation of leadership theory;
• Demonstrate appropriate crew behaviour to safely operate as a crew member on a sailing vessel;
• Identify the recreational and educational aspects of sailing, and its use as an educational and/or recreational experience;
• Understand aspects of maritime law and the application of this law to sailing in open water environments;
• Better understand the open water marine environment and the environmental issues surrounding sailing and sustainable practice.

Required Reading

Recommended Reading

• Websites
Bureau Of Meteorology. www.bom.gov.au
• Coastal Watch. www.coastalwatch.com.au
• National Parks. www.parks.leisure.com.au
• Outdoor Education Association. www.voiea.edu.au
• Risk Management. www.mountainsafety.org.nz
• AdventurePro. www.adventurepro.com.au

Class Contact
Forty-eight hours of workshops and practical experiences.

Assessment
Practical skills and fieldwork 50%.

AHRO232 PARK MANAGEMENT
Campus Footscray Park

Prerequisite(s)
Nil.

Content
This unit of study will include: natural heritage; parks history and protected area statistics; management context and models; protected area; funding parks; cultural heritage conservation; threats to protected areas; recreation impact; visitor risk management; social impact; approaches to visitor management.

Required Reading

Recommended Reading

Lecturer developed collection of Unit readings.

Class Contact
Equivalent to three hours per week.

Assessment
Group park analysis: report and presentation 35%; Individual issue essay (1500 words) 25%; Mid-term and final examinations 40%.

AHRO242 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)
AEB0080 Theories of Outdoor Education; AHR1101 Introduction to Recreation; or equivalent.

Content
This unit of study will cover: practical paddling, rescue and instructional skills in both kayaks and canoes; appropriate leadership and group management theory and strategies for the river environment; biomechanical principles of paddling techniques; selection and maintenance of appropriate equipment; risk management theory and practice to ensure the planning and development of safe paddling trips; understanding hydrological features and ‘reading’ the river; educational use of paddling, social interaction and inclusion; the use of the river experience in a recreational setting; environmental issues such as minimal impact, and environmental sustainability issues concerning the river environment.

Learning Outcomes
On successful completion of this unit, students will be able to:
• Understand the industry context of river craft and have the opportunity to gain their Flat Water Instructor Level 1 and White Water Guide Level 2 qualifications;
• Understand the safety issues and risk management of aquatic environments through the exploration of risk management theory and practice;
• Apply appropriate planning and facilitation strategies to plan and lead trips on Grade 2 rivers;
• Facilitate and teach specific learning outcomes for diverse groups;
• Appreciate the environmental issues surrounding inland waterways and utilise minimal impact practices to assist in maintaining the sustainability of this environment;
• Appreciate the value of river trips as recreational experiences and educational tools.

Required Reading

Recommended Reading

Content
- Prerequisite(s) AEB0083 Leadership or AHR041 Bushwalking Leadership. Content This unit of study will cover: a review of leadership skills, techniques and approaches relevant to expeditions; examination of expeditions as an educational activity within schools, therapeutic programs and commercial/corporate programs; investigation of the contemporary and historical purposes behind expeditions; co-ordination and planning procedures for an expedition; risk management and safety procedures; reflection and review process to assess the effectiveness and learning potential of expeditions. Required Reading Lindblade, A 2001, Expeditions, Harri Grant Books, Australia.

Recommended Reading

AHRO246 THEORY AND APPLICATION OF SKI TOURING
Campus Footscray Park
Prerequisite(s) AHS0141 Bushwalking Leadership. Content This unit of study complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. This unit will enable students to apply their understandings of winter alpine environments and theories associated with travel, living and safety experientially. They will gain skills in ski touring and snow camping based on biomechanical analysis of techniques and theories of heat loss and retention.

Understanding of the unique alpine environment and the sciences of the complex weather and geological patterns that create it will be applied. Minimal impact practices to ensure sustainability will also be a major focus of this unit. As well, students will develop an appreciation of the physical, mental and social demands and benefits of these activities.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate applied knowledge of hygiene, nutritional and energy demands as they relate to ski touring;
  - Ski safely and with confidence whilst carrying an overnight pack;
  - Utilise a range of skiing techniques including: snow plough stops and turns, step turns, kick turns, diagonal stride, side stepping and herringbone climbing technique;
  - Follow a snow pole line and compass route in poor winter visibility conditions;
  - Select and organise a campsites with sensitivity to the environment;
  - Demonstrate familiarity with the construction of long term and emergency snow shelters;
  - Demonstrate familiarity with the first aid requirements for injuries that are likely to occur from skiing.


Recommended Reading Gaskill, S 1999, Fitness cross country skiing, Human Kinetics, Melbourne, Victoria.

Class Contact Lecture: 12 X 1 hour; Tutorial: 12 X 2 hours; Camp-based field work: 60 hours.

Assessment Practical skills and field work (WIL equivalent) (1500 words) 50%. Students will be required to demonstrate a range of skills that relate to self and group maintenance in the outdoors and will display a sound understanding of leadership and group management theories as they relate to the river travel 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 relate to an aspect of their studies. The findings of their research are presented to their peers.

AHRO248 THEORY AND APPLICATION OF MOUNTAIN BIKE LEADERSHIP
Campus All campuses on which the Bachelor of Recreation Management is taught: currently Footscray Park, Sunbury and Melton.
Prerequisite(s) AHS0080 Theories of Outdoor Education; AHRT101 Introduction to Recreation, or equivalent. Content This unit of study will cover: skills in cycling both on and off road; the biomechanical principles of cycling and mountain biking; maintenance of bicycles; theory of group dynamics and leadership for specific client groups; basic instructional techniques and skills analysis related to Mountain Biking Rules, Regulations and Industry Requirements for Bicyclists; risk management theory and practice and trip planning; utilisation of mountain biking as a recreational and/or educational experience.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate practical teaching and facilitation strategies in relation to leading groups in a variety of environments;
  - Explore the application of leadership and group management theories related to mountain bike leadership;
  - Understand risk management theory and practice related to the safe conduct of mountain biking experiences;
• Perform basic safety checks and maintenance on bicycles;
• Ensure the safe management of groups and individuals;
• Demonstrate improvement of their cycling skills and experience and a greater understanding of the efficient biomechanics of cycling;
• Appreciate the bush environment, environmental issues and sustainability practices related to mountain biking;
• Understand cycling common practice and the law;
• Gain either Cycle On or Bike Ed qualifications.

Required Reading

Recommended Reading
• Websites Bureau 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
• VEOA. www.voea.vic.edu.au
• Adventurepro. www.adventurepro.com.au

Class Contact
Forty-eight 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.

AHR0249 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)
AEU0080 Theory of Outdoor Education; AHR1101 Introduction to Recreation; or equivalent.

Content
This unit of study will cover: skills in the selection and facilitation of adventure-based learning activities; specific leadership theories and techniques in adventure-based learning; decision-making, 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.

Learning Outcomes
On successful completion of this unit, students will be able to:
• Select, sequence and present adventure-based learning activities through the exploration of adventure programming theory and practice;
• Critically examine various leadership theories and styles, and their application to adventure programming;
• Consider personal leadership styles using group feedback and self-assessment inventories;
• Better observe, intervene and process skills related to adventure programming and related activities;
• Examine program design elements and facilitation and the use of adventure programming to explore a range of societal and personal issues.

Required Reading
Rohke, K 1988, Silver bullets: a guide to initiative problems, and related activities;
• Adventure, K 1998, Cowstails and adventure games and trust activities, Kendall Hunt Publishing Company, Iowa.

Recommended Reading
Webster, SE 1989, Ropes course safety manual: an instructors’ guide to initiatives, and low and high elopements, Kendall Hall Publishing Company, Iowa.

AHR0284 FIELD EXPERIENCE

Campus
Footscray Park.

Prerequisite(s)
Nil.

Content
This Field Experience unit of study aims to help students to achieve two professional goals. Firstly, it provides students with the opportunity to place their theory and knowledge into a relevant and practical context through application in the field of sport and recreation. Secondly, it allows students to personally select a placement that will be strategic in helping them to gain suitable employment upon graduation. The elective career placement provides the opportunity for students to further develop individual and professional competencies and achievements. These achievements can be recorded into a resume and enhance their employability. Completing an elective placement in the industry will also ensure students are able to develop contacts within the profession. As the number one way to gain employment is via networking, this career placement elective may facilitate employment upon completion of the unit of study. Working in the profession enables students to gain an awareness of the current and potential services within the community and become familiar with the wide range of employment possibilities open to graduates. Through this career placement experience, students are encouraged to formulate their personal and professional philosophy and career goals. Students may choose to undertake up to an additional 140 hours of career placement as an elective.

Learning Outcomes
On successful completion of this unit, students will be able to:
• Enhance their employability in the sport and recreation profession by learning new skills;
• Demonstrate development of their professionalism and performance in a sport and recreation work setting;
• Establish and expand their existing professional networks;
• Participate in work activities that contribute to their bank of professional achievements and will be able to be built into their resumes as evidence of their abilities;
• Complete a career of either 70, 105 or 140 hours of career placement in a sport and recreation host organisation of their choice;
• Write an extensive four page business report describing the context for the placement, tasks completed, employability skills and core graduate attributes developed as well as evaluating their own performance;
• Provide a written evaluation from their host organisation supervisor.

Required Reading

Class Contact
Nil.

Assessment
Business report based on the CPD report writing guidelines to be submitted at the end of the career placement elective. This report will determine the grade for this unit. Students must comply with all requirements as set out in the career placement contract and submit a satisfactory evaluation from the host organisation supervisor.

Placement Students may choose one of three possible timeframes for the career placement: 70 hours, 105 hours or 140 hours. How students fulfil their chosen timeframe is negotiated with the host organisation (eg. full-time, one day per week or a blend of full-time and part-time).

AHR1101 INTRODUCTION TO RECREATION

Campus
Footscray Park.

Prerequisite(s)
Nil.

Content
The content for this unit of study will include: the definitions, theories and philosophical concepts related to the leisure and recreation industry; the historical developments of leisure and recreation; the broad spectrum of leisure and recreation experiences in both organised and informal settings; the value of recreation and leisure for the individual and society; the types of agencies that provide recreation and leisure services; the importance of professionalism; the issues and trends related to recreation and leisure in modern society; and an introduction to the field experience program.
Learning Outcomes On successful completion of this unit, students will be able to:
- Understand selected definitions, theories and philosophical concepts related to leisure and recreation industry;
- Understand the historical developments of leisure and recreation;
- Appreciate the broad spectrum of leisure and recreation experiences in both organised and informal settings;
- Understand and appreciate the values of recreation and leisure for the individual and society;
- Recognise and differentiate between the types of agencies that provide recreation and leisure services;
- Analyse leisure and recreation participation within the community;
- Understand the importance of professionalism in the recreation industry;
- Recognise issues and trends related to recreation and leisure in modern society.

Required Reading

Recommended Reading

Class Contact Equivalent to three hours per week.

Assessment
Issues report Part 1 10%; Issues report Part 2 25%; Tutorial quizzes 15%; Small group report 25%; Final exam 25%.

AHR1106 RECREATION ACTIVITY LEADERSHIP
Campus Footscray Park
Prerequisite(s) Nil

Content This unit of study will provide students with an understanding and background in: the nature of sociology; sociological issues and themes and how they influence leisure; role and importance of social institutions in society including leisure; the processes of socialisation of the individual; social institutions in today's society and diverse communities; politics and leisure; the role and importance of leisure and work in society; social inequality in society and issues that affect it; and globalisation and popular culture.

Learning Outcomes On successful completion of this unit, students will be able to:
- Appreciate the diverse range of forces that influence our lives as individuals and members of society;
- Understand how social forces impact on our leisure patterns and lifestyles;
- Explain and evaluate some of the key sociological and leisure concepts and theories;
- Apply the concepts, theories, and ideas introduced in this unit to interpret and critically analyse the interrelationships of society and leisure;
- Interpret how society and individuals operate so that they will be better equipped to meet the demands of their future professional careers.

Required Reading

Recommended Reading
Butler, T (et al) 1987, Introductory sociology, 2nd edn, The Macmillan Press, London. Selected reading material from relevant monographs and journals will be available on Closed Reserve at the Footscray Park Campus Library of Victoria University of Technology.

Class Contact Three hours per week including one two-hour lecture and one one-hour tutorial.

Assessment Individual essay (2000 words) 25%; Final examination 35%; Tutorial abstract presentations 10%; Small group presentation 30%.

AHR1201 RECREATION MANAGEMENT
Campus Footscray Park
Prerequisite(s) Nil

Content This unit of study will include: an overview of management theory and practice; the role and functions of the recreation manager; organisation structure and effectiveness; strategic planning/management by objectives; management goals and objectives; policy development and planning; staff, supervision, control, motivation and appraisal in management; performance management, performance review and appraisal; mentoring, staff support processes and practice; financial control, pricing and budgeting; marketing, promotion and public relations; human resource management, including volunteer management; problemsolving and decision-making in the management context; stress management and conflict resolution; and quality assurance, best practice, benchmarking and evaluation approaches in management.

Learning Outcomes On successful completion of this unit, students will be able to:
- Apply principles and practice of management in the recreation setting;
- Examine management theories, principles, approaches and techniques adopted in various facets of recreation;
- Specifically focus on key management issues, as they apply to recreation and sport management eg. human resource management, financial controls, programs and services, marketing of human services and management strategies.

Required Reading

Recommended Reading
Forest, New South Wales.

Class Contact Equivalent to three hours per week.

Assessment Individual project (1000 words) 30%; Applied management syndicate work-based learning project (2000 words) 35%; Take home examination 35%. All components of assessment must be satisfactorily passed.

AHR1202 RECREATION PROGRAMMING
Campus Footscray Park
Prerequisite(s) Nil.

Content The unit of study will provide students with opportunities to learn about: the overall programming process; recreation programming models; the impacts of current programming trends; the impact of people’s lives on likely recreation needs; the specifics of programming including needs assessment, program planning and operational factors, budget and locations; program evaluation and its use in planning; program settings and their effect on the program and creativity in programming; program publicity, promotion and marketing; the pricing of recreation programs and services; and the importance of recreation philosophy in program development.

Learning Outcomes On successful completion of this unit, students will be able to:
• Apply the Rossman and Schlatter’s (2003) Program Development Cycle to recreation programs;
• Write a program plan;
• Conduct a needs assessment;
• Implement, as a member of a team, a recreation program;
• Demonstrate skills in recreation program evaluation.

Required Reading

Recommended Reading
DeBono, E 1992, Serious Content designing leisure experiences, 3rd edn, Sagamore, Champaign, Illinois.

Individual project (1000 words) 35%; Program activity – group presentation 20%; Unit examination 40%.

AHR1203 COMPUTERS IN RECREATION
Campus Footscray Park
Prerequisite(s) Nil.

Content The topics that will be applied to recreation settings include: computer technology and processes; impact of computing on lifestyles including recreation; windows platform processes (eg. folders, copying files, printing); recreation wordprocessing (eg. copy, cut, format, save), applications (eg. reports, memos, letters, flyers); recreation spreadsheet (eg. copy, cut, format, calculation, sheets, sorting, save), applications (eg. membership lists, attendance records); accessing databases; recreation presentation applications (continuous slide show); and communication applications in recreation (eg. email, web access).

Learning Outcomes On successful completion of this unit, students will be able to:
• Underlin the basic components and processes of computer technology;
• Use computer file management processes to create a functional computing work environment;
• Apply word (MSWord) processing to produce useful recreation documents eg. form letters, memos, flyers, merged documents;
• Apply spreadsheet programs (MSExcel) to information storage and manipulation eg. budgets, membership lists;
• Understand the application of database (MSAccess) management programs to store information;
• Apply presentation programs (MSPowerpoint) to develop presentation slides;
• Use computer based communication (emailer, MSFrontpage) systems to distribute and gather information;
• Understand the impact of computer technology on modern life, including recreation.

Required Reading
Manuals on various computer programs. Lecturer-prepared

Class Contact Equivalent to three hours per week including a weekly two-hour computer laboratory workshop.

Assessment Individual essay (1000 words) 20%; Examinations 30%; Exercises 50%.

AHR1204 DISABILITY AWARENESS AND RECREATION
Campus Footscray Park
Prerequisite(s) Nil.

Content This unit of study introduces students to the career development program in recreation. Students will be introduced to recreation from a variety of sources including guest speakers working in the recreation industry, peer group presentations and web-based resources. The unit provides preparation to go on placement including: planning recreation career placements; setting and writing objectives for the placement; awareness of safety and risk management issues; legal liability and insurance cover; the importance of the contract system; analysing and evaluating organisations and their programs; and self-evaluation of competency achievements and development while on career placement. Students follow a suitable 70-hour career placement using a variety of sources eg. networking, the career placement board and work-based learning project.

Learning Outcomes On successful completion of this unit, students will be able to:
• Understand and appreciate the value of recreation and leisure for people with a disability;
• Understand personal and community attitudes towards individuals with a disability;
• Recognise and explore the various types of agencies that provide recreation and leisure services to people with a disability;
• Understand and appreciate the value of recreation and leisure for people with a disability.

Required Reading
ASC 2001, Give it a go: including people with disabilities in sport and physical activity, Australian Sports Commission, Belconnen, ACT. A specially prepared booklet on five modules incorporated into the course.

Recommended Reading
Austin, D & Crawford, M 2001, Therapeutic recreation: an introduction, 3rd edn, Allyn and Bacon, Boston, MA.

Campus
Footscray Park

Assessment Individual essay/report (1500 words) 25%; Quizzes 50%; Disability experience 10%; Work integrated learning 15%.

AHR1205 RECREATION CAREER DEVELOPMENT 1
Campus Footscray Park
Prerequisite(s) Nil.

Content This unit of study introduces students to the career development program in recreation. Students will be introduced to recreation from a variety of sources including guest speakers working in the recreation industry, peer group presentations and web-based resources. The unit provides preparation to go on placement including: planning recreation career placements; setting and writing objectives for the placement; awareness of safety and risk management issues; legal liability and insurance cover; the importance of the contract system; analysing and evaluating organisations and their programs; and self-evaluation of competency achievements and development while on career placement. Students follow a suitable 70-hour career placement using a variety of sources eg. networking, the career placement board and work-based learning project.

Learning Outcomes On successful completion of this unit, students will be able to:
• Demonstrate awareness of all the career opportunities in the recreation and sport industry through powerpoint presentations, guest lecturers including past graduates, field visits and written resources provided during class time;
• Understand the importance of working part-time in the recreation industry while they are a student;
• Demonstrate better self-understanding in order to select a career within the recreation industry that matches their interests, preferred skills and perceived abilities;
• Interpret a position description and apply this information to a focused personal resume for a recreation position;
• Create a personal, focused, skill-based, achievement orientated resume;
• Network effectively to access the hidden job market;
• Establish contacts in the recreation industry;
• Conduct an information interview in order to better understand a recreation job that they are interested in finding more about;
• Apply job hunting skills to obtain a career placement in recreation;
• Write CPD contracts including being able to formulate and write placement
learning objectives;
• Demonstrate completion of 70 hours of work experience in the recreation profession;
• Write an extensive four-part business report describing the context for the placement, tasks completed at the workplace, employability and core graduate attributes and skills developed as well as evaluating their own performance in the workplace.


Recommended Reading Collection of articles as advised by lecturer.

Class Contact Equivalent to one hour per week on Campus using a variety of lectures and workshops and two hours in the field of recreation on placement.

Assessment Attendance 10%; Successful completion of 70-hour placement that meets all requirements as set out on the placement contract as assessed by the agency supervisor 50%; Completion of a business report based on the placement (1500 words) 40%.

AHF2301 RECREATION SERVICES MARKETING
Campus Footscray Park and Melton
Prerequisite(s) Nil.

Content This unit of study will introduce the concepts of marketing as a customer-focused process for the delivery of recreation services. Several models of marketing systems will be reviewed and applied in recreation industry settings. Specific marketing concepts include: marketing information systems, market segmentation and target markets, market mix, market controls and key performance indicators, development of marketing plans, relationship marketing and internet marketing will provide the focus for the unit.

• Learning Outcomes On successful completion of this unit, students will be able to:
  - Analyse marketing practices in recreation organisations;
  - Present marketing strategies in an applied recreation setting;
  - Apply marketing system concepts in the management and delivery of recreation services;
  - Understand the process of marketing information systems in a recreation organisation;
  - Apply the concepts of market segmentation and target market selection;
  - Manage the elements of the marketing mix;
  - Understand the development of the marketing plan;
  - Apply marketing control and monitoring (evaluation) systems.

Required Reading McConville, RE 2002, Improving leisure services through marketing action, Sagamore, Champaign, Illinois.


AHF2303 OUTDOOR RECREATION
Campus Melton
Prerequisite(s) Nil.

Content This unit of study includes: the natural environment, parks and the weather; activities for the outdoors; camping; outdoor clothing and equipment; planning outdoor excursions; safety and legal issues in the outdoors; leading outdoor activities; and managing outdoor programs.

Required Reading Priest, S & Gass, MA 1997, Effective leadership in adventure programming, Human Kinetics, Champaign, Illinois.


Class Contact Equivalent to three hours per week with one one-hour lecture and one two-hour workshop.

Assessment Small groups detailed plan and post-field trip report (1500 words) 35%; Participant trip journal report for two activities 20%; Individual essay: philosophy and values of outdoor recreation (1500 words) 35%; Single outdoor recreation activity resource guide 10%.

AHF2304 RECREATION EVENT MANAGEMENT
Campus Footscray Park
Prerequisite(s) Nil.

Content This unit of study includes: the importance of cultural origins to society; basic principles and processes involved in designing, organising and delivering recreational events; an introduction to human resource management for events; teamwork and group processes that are integral to event delivery; hands-on experience of recreation event delivery from the concept design stage through to the planning, implementation and evaluation stages through industry-based projects at VU Aquatic and Fitness Centre, festivals and Federation Square; the logistics of working as part of a project team and within the context of a larger organisation; the role and importance of recreation events within the overall recreation industry; applying the principles of project management in a syndicate group project; and introduction to legal liability and risk management in relation to events.

• Learning Outcomes On successful completion of this unit, students will be able to:
  - Understand the traditional role of diverse service providers in the celebration of special events and ceremonies;
  - Understand the importance of site, venue and design in staging events;
  - Understand core requirements in the management of successful recreation events;
  - Understand the relationship between recreation programming theory and activity based programs and events.


Class Contact Equivalent to three hours per week with one one-hour lecture and one one-hour tutorial.

Assessment Individual essay (1500 words) 20%; Examination 25%; Program project 25%; Small group project 30%.
AHRR2305 SOCIAL PSYCHOLOGY OF RECREATION
Campus Footscray Park and Melton
Prerequisite(s) Nil.
Content This unit of study includes the following topics: psychological nature of leisure; determinants of leisure; nature of play; development, socialisation and play; leisure motives and motivation; leisure attitudes and values; immediate outcomes of recreation, long term outcomes of recreation; leisure constraints; and leisure boredom.
- Learning Outcomes On successful completion of this unit, students will be able to:
  - Explain the psychological nature (dimensions) of play and leisure and the conditions that help and hinder the experiencing of play and leisure;
  - Explain progress through the developmental stages of play in childhood and leisure during adult life;
  - Understand effective psychological processes such as leisure attitudes and motives that are believed to underlie various leisure behaviours;
  - Understand how leisure experiences lead to psychosocial outcomes (benefits and dis-benefits) for people;
  - Interpret and evaluate leisure behaviours and their associated beliefs, feelings, from psychological perspectives;
  - Appreciate the importance of psychological perspectives in understanding and interpreting leisure behaviours;
  - Advocate the benefits of quality leisure for personal development.
Required Reading Mannell, RC & Kleinberg, DA 1997, The social psychology of leisure, Venture, State College, PA.
Class Contact Equivalent to three hours per week including weekly one-hour tutorials.
Assessment Individual essay (1500 words) 30%; Examinations 45%; Small group presentation 25%.

AHRR2401 RESEARCH AND EVALUATION IN RECREATION
Campus Footscray Park and Melton
Prerequisite(s) Nil.
Content The unit of study topics that will be applied to recreation settings include: research and evaluation processes; quantitative and qualitative research; measurement (validity and reliability); surveys and samples; descriptive quantitative analysis (central tendency, deviation); importance-performance analysis; interviewing and response recording; constant comparison coding analysis; strength and weaknesses analysis; data management and presentation; report writing; and research politics and ethics.
- Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate a basic understanding of the nature of leisure research and its application in evaluation of recreation services;
  - Select and design basic research methods (quantitative and qualitative) appropriate to particular leisure service research and evaluation problems;
  - Analyse numerical and verbal information to reach research and evaluative conclusions;
  - Apply skills in research data management (electronic) and presentation (graphical, tabular) procedures;
  - Write reports;
  - Understand the use of output from an evaluation project;
  - Appreciate the importance of the ethical conduct of research and evaluation of leisure phenomena and services.
Class Contact Equivalent to three hours per week including two hour workshops.
Assessment Understanding and skills tested in mid-semester as well as on completion of studies. These include: Examinations 50%; Exercises 50%.

AHRR2402 HUMAN RESOURCE MANAGEMENT IN RECREATION
Campus Footscray Park and Melton
Prerequisite(s) AHR1201 Recreation Management or equivalent.
Content This unit of study will introduce a holistic approach and relevant concepts to people management, internal (organisation) and external (community) to the delivery of recreation services. A specific focus will be on human resource and volunteer management as it applies to recreation delivery. The unit will include: historical, overview, definitions, environment/social/philosophical dimensions of people management in recreation organisation and services, with a specific focus on human resource and volunteer management; acquisition of human resources: human resource planning, recruitment, interviewing, screening, selection process and practices, equal opportunity, workplace diversity; motivation of human resources: motivation and job satisfaction and enrichment, matching skills to role performance, stress management, burn out, and discipline; development of human resources: employee and volunteer orientation, induction, training, career and volunteer development, management and organisation development; maintenance of human resources: benefits and services, rights and responsibilities of management, employees, volunteers and the organisation, health and safety, and collective bargaining; development of effective, efficient and relevant human resource and volunteer management policies and strategies, including key result areas and performance management; supportive supervision, facilitation, mentoring and coaching of employees and volunteers in association with realistic management, administration, operational, and budget approaches to incorporate volunteers into the recreation organisation; roles and functions of a manager (co-ordinator) of volunteers; approaches to performance review and exit processes and practices; and evaluation and monitoring of people management within the organisation.
- Learning Outcomes On successful completion of this unit, students will be able to:
  - Appreciate the historical, overview, definitions, environment/social/philosophical dimensions of people management in recreation organisation and services;
  - Understand contemporary concepts and approaches to managing people in the delivery and management of recreation organisations and services;
  - Apply human resource planning and management processes and strategies for effective management of employees and volunteers;
  - Appreciate the diverse range of community and recreation settings through which volunteers work;
  - Consider strategic management approaches that address the needs and the skills of employees and volunteers to perform their role effectively and efficiently;
  - Create a partnership between employees and volunteers to ensure the delivery of positive recreation services within and external to the organisation.
  - Cyber Volunteer Management. www.emp-rec-serv.com
  - For Leaders of Manager. www.energizeinc.com
  - CASA on Volunteers. www.casaef.net/program/management/volunteer-manage

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- National Centre for Volunteering UK. www.volunteering.org.uk
- Project America (Volunteers). www.project.org/guide/volman.html
- Volunteer Management Resources. www.vaoonline.org/volunteer.html

Class Contact
Equivalent to three hours per week.

Assessment
Research paper (2000 words) 30%; Applied organisation/community investigation (group project) 35%; Human resource management plan 35%. All components of the assessment must be satisfactorily completed.

AHK2403 RECREATION FOR CHILDREN AND YOUTH
Campus Melton.
Prerequisite(s) Nil.

Content
Topics for investigation are as follows: child development and adolescent development; current issues in working with children and young people; program design for children and young people; recreation services available for young people; special communication skills for children and youth; moral and ethical considerations associated with provision of recreation for young people; working with young people with additional needs; inclusive programming models; and observation techniques.

• Learning Outcomes
On successful completion of this unit, students will be able to:
- Understand current issues relating to programming for children and young people;
- Appreciate the value of inclusive programming;
- Identify clear strategies for achieving inclusive programming;
- Understand different program structures that can be employed in working with children and young people;
- Understand the ethical and moral considerations involved in working with children and young people.

Required Reading
Berk, L 2000, Child development, Allyn and Bacon, Boston, MA.

Recommended Reading

Class Contact
Equivalent to three hours per week.

Assessment
Facility visit practical and worksheet 10%; Child observation practical and worksheet 10%; Case study essay (1500 words) 30%; Group paper (3000 words) 40%; Presentation 10%.

AHK2404 RECREATION AND COMMUNITY DEVELOPMENT
Campus Footscray Park
Prerequisite(s) Nil.

Content
This unit of study includes: an introduction to community development history and philosophy; an overview of Australian society and the various groups represented; an introduction to collaborative project-based work; strategies used in community development; case studies in community development in the urban sector; regional and rural communities and community development; marginalised and diverse community groups in society; community development and its applicability to the recreation field; case studies of community development models using recreation; community building using recreation, arts and community development; community development and diverse cultural communities; and an understanding of group dynamics and collaboration.

• Learning Outcomes
On successful completion of this unit, students will be able to:
- Understand the theory and philosophy of community development;
- Understand the strategies used in community development projects;
- Appreciate and respect marginalised and diverse groups of people in society;
- Apply the processes of group dynamics and collaboration.

Required Reading

Recommended Reading
Additional reading will be included in a collection of journal and other periodical articles.

Class Contact
Three hours per week made up of a one-hour lecture and one two-hour tutorial.

Assessment
Individual essay: profile of a community development (1500 words) 20%; Mid-term exam 20%; Small group project and presentation 35%; Final exam 25%.

AHK3025 AQUATIC ACTIVITY A
Campus Footscray Park and Melton.
Prerequisite(s) Nil.

Content
This unit of study is designed to provide students with a comprehensive knowledge of the sport of swimming. The unit will also provide students with the opportunity to earn the AustSwim Teaching Certificate.

Required Reading

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

Assessment
Assignments, resource file, research, 25%; Examination 25%; Practical skills assessment 25%; Progress and participation 25%.

AHK3011 LEGAL ISSUES IN RECREATION
Campus Footscray Park and Melton.
Prerequisite(s) Nil.

Content
This unit of study will cover the following topics: the legal contexts of recreation services and recreation in a constitutional democracy; sources of the law and the regulation of recreation; law and the structure of recreation service providers (sole agent, corporations, voluntary associations); disputes, litigation, adversarial procedures and other resolutions; regulation by statutory authorities; contracts, their nature, maintenance and breaches; negligence and other liability in tort; criminal liability and statutory offences; employment law and occupational health and safety; discrimination laws — free and equal access; and dealing with various legal practitioners.

• Learning Outcomes
On successful completion of this unit, students will be able to:
- Demonstrate familiarity with the range of legal responsibilities in a variety of recreation settings;
- Understand the implications of the law in a range of recreation settings;
- Minimise risk and manage the ‘duty of care’ in recreation settings.

Required Reading
Collection of papers and cases prepared by lecturer.

Recommended Reading
South Wales Press, Sydney, New South Wales.
South Wales.
South Wales.
South Wales.

Class Contact
Equivalent to three hours per week.

Assessment
Mid-semestrer test 15%; Major essay (1500 words) 30%; Small group tutorial project: legal issues in recreation 20%; Examination 35%.

AHK3012 RECREATION PLANNING AND POLICY
Campus Footscray Park and Melton.
Prerequisite(s) Nil.

Content
This unit of study will cover the following topics: recreation planning and policy context; recreation planning’s impact on urban, regional, state and National policy and development; goals and objectives; recreation needs assessment, recreation benefits analysis; recreation planning methodology, development of project briefs; community consultation; management plans; policy development; and feasibility studies.

• Learning Outcomes
On successful completion of this unit, students will be able to:
- Develop, analyse and review existing recreation planning projects;
- Understand a range of planning techniques and apply them to a recreation planning and policy context;
- Interpret and explain government policy as it relates to recreation planning.

Required Reading
Daly, J 1995, Recreation and sport planning and design: a guidelines manual, Department of Recreation, Sport and Racing, South Australia.
Marriott, K 1990, Recreation planning: a manual for local government, South Australian Recreation Institute, Adelaide, South Australia.
Mercer,

Class Contact Equivalent to three 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 (1000 words per student) 30%.

AHRS03 LEISURE AND AGEING
Campus Melton.
Prerequisite(s) Nil.

Content The content areas to be covered in this unit of study include: sociological, psychological and physiological characteristics of older adults; global demographic trends with particular reference to the social, economic and political implications for the aged population in multicultural Australia; the impact of retirement; individual variations in aspirations, needs, interests and functional abilities; programming models which can be used to plan, develop, implement and evaluate recreation programs for older adults; the role of physical, mental and social activities in the promotion of wellness for older adults; the changing roles and importance of leisure in the life-cycle; and the community resources for the aged at the local, state and national levels.

Learning Outcomes On successful completion of this unit, students will be able to: Understand the changing role and importance of leisure in the life-cycle and in the promotion of wellness; Understand the impact of the shifting demographic trends on the aged population within Australia; Understand the diverse needs and interests of this population; Understand the leisure constraints and barriers faced by older adults; Demonstrate knowledge of resources available to the aged community at the local, state and national level; Demonstrate knowledge of the sociological, psychological and physiological characteristics of the aged; Plan, develop, implement and evaluate recreation opportunities and environments for older adults.


Class Contact Equivalent to three hours per week.

Assessment Individual written assignment (1500 words) 33%; Quizzes 34%; Work integrated learning 33%.

AHRS04 RECREATION FINANCIAL MANAGEMENT
Campus Footscray Park.
Prerequisite(s) Nil.

Content This unit of study will cover the following topics: function of financial management; costs of delivering recreation services; practical budget processes; sources and uses of funds; setting fees and charges; capital project planning; cash flow management; financial statement analysis; and financial control and performance indicators.

Learning Outcomes On successful completion of this unit, students will be able to: Establish recreation budgets for recreation activities and overall programs; Understand financial management principles and apply the principles in a recreation setting; Generate funds for recreation programs via fees and outside funding sources; Understand how financial management is incorporated in the day-to-day operations of a recreation setting; Identify key performance indicators that relate to the recreation activities and programs.

Required Reading A Case Study Manual will be available through the Bookshop.

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

Assessment Activity budget 30%; Funding application: team project 15%; Program budget 30%; Cash flow analysis 25%.

AHRS06 RECREATION CAREER DEVELOPMENT 3
Campus Footscray Park and Melton.
Prerequisite(s) Career Development 1 and Career Development 2.

Content This unit of study is a culminating career-focused unit designed to assist students’ career decision-making and goal-setting for graduate employment. A career map is developed using a range of self-understanding activities, work integrated learning (WIL) experiences, part-time/casual employment experiences and units studied during the course. This map provides students with sufficient information to identify a career goal and design an action plan to reach this goal. The unit then provides for students to use job-hunting strategies to establish a work integrated learning placement of their choice. Strategies include: searching newspapers and the internet; networking; writing targeted resumes; and job interviews. Students are encouraged to strategically locate themselves in a workplace that will provide experience, networks and possible employment opportunities aligned to their career goals. Students will develop recreation administration or leadership skills in their supervised placements.

Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate better self-understanding in order to select a career within the
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recreation industry that matches their interests, competencies and perceived abilities, personality and career values;

- Create a personal, focused, skill-based, achievement orientated resume;

- Make contacts in the recreation industry and conduct information interviews in order to better understand a recreation job they are interested in finding more about;

- Establish ongoing mentoring relationships;

- Develop competencies, achievements and networks by completing a 175-hour placement in the recreation industry.

**Required Reading**

Recreation Career Development Manual developed by HRMP staff.

Recreation Career Placement Report Writing Guidelines developed by HRMP staff.

**Recommended Reading**


**Class Contact**

Equivalent to one hour per week classroom learning and 200 hours in the field on placement.

**Assessment**

Completion of all self-understanding activities contained in the My career booklet provided; AS career map; A4 page summary of career goals and action plan; Contract for work integrated learning placement; Completion of 200 hours on placement; Written report on placement (1500 words); Submission of a satisfactory evaluation work placement supervisor.

**AHR3603 LEISURE EDUCATION AND LEISURE COUNSELLING**

**Campus** Melton

**Prerequisite(s)** Nil.

**Content**

This unit of study will introduce the concepts of leisure education and leisure counselling by exploring the following topics: overview of contemporary counselling/learning theories, models and practice; use of counselling/helping role and facilitation of the recreation professional to impact on the individual, group and organisation; counselling/helping techniques, action strategies and skills; group dynamics: expanding the potential of the individual through the role of group dynamics behaviour, group processes and therapeutic role; role of the recreation professional in relation to counselling/helping, facilitation, advocacy, resource indicator, helper; values clarification: professional, personal and organisational, social, environmental and personal issues and the role of counselling/helping; human life-cycle, lifestyle, life development and life concerns; overview of leisure education: theories, models and practices; leisure education and the role of the recreation professional; innovative approaches to practical strategies of leisure education implementation; and the relationship between leisure counselling and leisure education to recreation programming and leadership.

- **Learning Outcomes**
  - On successful completion of this unit, students will be able to:
    - Understand the theories and concepts, plus principles and practice of leisure education and leisure counselling as it applies to the recreation setting;
    - Competently apply appropriate leisure education and leisure counselling concepts, strategies, skills and helping processes and practice to the work environment as a recreation practitioner;
    - Develop a leisure education and leisure counselling process and program that meets the needs of the client base involved in the recreation setting;
    - Constantly review and monitor the impact of the professional role and functions of the recreation professional when applying leisure education and leisure counselling processes in the recreation setting;
    - Evaluate the practical use of leisure education and leisure counselling in the recreation context.

**Required Reading**


**Recommended Reading**


**Class Contact**

Equivalent to three hours per week.

**Assessment**

Individual project (1000 words) 30%; Individual exercise (1000 words) 20%; Syndicate program development project 50%. All components of assessment must be satisfactorily completed.

**AHR4431 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 unit is to promote the development of the student as an independent researcher. The specific aims are to develop and use the skills necessary to conduct a research project and present a formal written thesis. The student should be able to generally display the resourcefulness and academic rigour required of an independent researcher. More specifically, the student should be able to: identify/construct a research problem or
issue; review the relevant literature; determine appropriate methods (including ethics) to study the problem; collect and analyse data, using suitable quantitative, qualitative or other appropriate methods and techniques; report the results, discuss the results in the context of the review of literature, draw conclusions, evaluate the process undertaken and make recommendations for future research and practice, and present the whole process clearly and accurately in a formal thesis normally between 7000 and 15,000 words.

- Learning Outcomes
  - On successful completion of this unit, students will be able to:
    - Conduct a research project;
    - Present a formal written thesis.

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

**Class Contact**
The research process will be monitored by regular meetings with the supervisor in light of the agreed-upon research proposal. On the advice of the supervisor, students may be required to undertake coursework studies to acquire or develop the knowledge and skills required to successfully complete the thesis.

**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 the/his assessment of the thesis: pass (with an appropriate letter grade) without further examination; pass (with an appropriate letter grade) subject to corrections to the satisfaction of the School’sHonours Courses Committee; deferred for resubmission after major revision; or fail. In the event that there is a major disagreement between the examiners, a third examiner will be appointed.

**AHRS4432 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 unit is to promote the development of the student as an independent researcher. The specific aims are to develop and use the skills necessary to conduct a 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 practice; and present the whole process clearly and accurately in a formal thesis normally between 7000 and 15,000 words.

- Learning Outcomes
  - On successful completion of this unit, students will be able to:
    - Conduct a research project;
    - Present a formal written thesis.

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

**Class Contact**
The research process will be monitored by regular meetings with the supervisor in light of the agreed-upon research proposal. On the advice of the supervisor, students may be required to undertake coursework studies to acquire or develop the knowledge and skills required to successfully complete the thesis.

**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 the/his assessment of the thesis: pass (with an appropriate letter grade) without further examination; pass (with an appropriate letter grade) subject to corrections to the satisfaction of the School’sHonours Courses Committee; deferred for resubmission after major revision; or fail. In the event that there is a major disagreement between the examiners, a third examiner will be appointed.

**AHRS0051 MANAGING SPORT FUTURES**
Campus: Sunbury and Footscray Park.

**Prerequisite(s)**
AHS0052 Sport Tours and Team Itinerary Planning

**Content**
This unit of study begins with a consideration of the rapid and fundamental changes confronting the individual and society and the likely impact on work and leisure. A range of theoretical perspectives will be used to analyse these changes:
- postfeminism,
- postcolonialism and
- postmodernism.

The implications for sport will be central to the unit. Topics include:
- sport technologies and design innovation;
- genetic manipulation;
- body monitoring;
- electronic sport;
- tele-realistic sport;
- tele-robotics;
- e-commerce for sport retailing;
- multimedia;
- interactivity;
- digital venues;
- simulators;
- the information society;
- electronic sport;
- virtual sport;
- cyber sport;
- virtual fitness;
- virtual billboards and post-electronic advertising;
- artificial intelligence;
- the challenge of new disabilities. Finally, practices for managing the postmodern sport environment will be developed for athletes, spectators, coaches and others working and playing in the postmodern sport arena.

- Learning Outcomes
  - On successful completion of this unit, students will be able to:
    - Demonstrate written and verbal understanding of postmodern theories of the person, society, technology and sporting communities and practices;
    - Identify management opportunities and perspectives within the postmodern, technologically and environmentally challenged and changing global sports context.

**Required Reading**
Rail, G 1998, Sport and post-modern times, SUNY, New York.

**AHRS0052 SPORT TOURS AND TEAM ITINERARY PLANNING**
Campus: Sunbury and Footscray Park.

**Prerequisite(s)**
AHS3111 Sport Event Administration or equivalent.

**Content**
This unit of study begins with an analysis of frameworks and classifications for understanding the nature of sport team itinerary planning, and the leading of sport tours. It then details the major supply and demand descriptors. The characteristics of the sport tour and team itinerary experience are described and analysed. The major social, economic, ecological, health and political issues related to team travel and sport tours are submitted for critical analysis. Attention then falls on the Australian scene wherein sport tours and team itinerary planning is placed in historical context. A special focus is put on the role of government in supporting and promoting team travel and sport tours. Management, marketing, planning and policy development strategies and skills are detailed. Case studies will be used throughout.

Local cases include:
- national championships, the Australian Tennis Open, AFL Grand Final, Melbourne Cup, Olympic and Commonwealth Games, World Masters Games and the Melbourne Festival.
- overseas cases include: World Championships, Wimbledon Tennis Open, Tour De France, the Gay and Lesbian Games, World University Games, the
Superbowl, and selected sport sites of historical significance.


Class Contact The unit of study comprises two one-hour lectures and one one-hour tutorial. It occupies a thirteen-week semester.

Assessment Assessment will include: A major project 60%; Seminar paper 20%; Class participation 20%.

AHS0053 BUSINESS TOPICS IN SPORT ADMINISTRATION

Campus Footscray Park.

Prerequisite(s) Nil.

Content This unit of study will cover specific sport management competencies that will enhance the professional skills of students. Topics will be rotated to take into account student interest, current problems facing the sport industry, and emerging skill requirements. Topics will include: statistics packages for sport managers; consumer behaviour in sport; stadium design for sport leagues and mega-sport events; managing sport crowds; and strategies for community sport development.

- Learning Outcomes On successful completion of this unit, students will be able to: Identify key trends in global sport management;
- Understand the emerging skill requirements in the commercial and community sport sectors;
- Demonstrate new found proficiency in a specific field of sport management;
- Explain how this proficiency can improve the overall effectiveness and efficiency of sport events, facilities, associations and leagues.


Class Contact Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour; Field visits: 10 hours.

Assessment Mid-semester quiz on global trends in sport management (200 words) 20%; Individual report that analyses a current problem in sport management (800 words) 30%; Case study that uses observations and interviews to examine how a specific management skill was applied to a sport organisation’s operations (2000 words) 50%

Placement This unit will require students to spend time in a sport organisation observing their management practices. This contributes Work Integrated Learning (WIL) since students will be required to work closely with the organisation and deliver senior management a copy of their major assignment.

AHS0054 SPORT GAMING AND GAMBLING

Campus Footscray Park.

Prerequisite(s) Nil.

Content This unit of study aims to provide students with a social, cultural, historical and commercial framework within which the development of sport, gaming and gambling in Australian culture may be understood. It begins with an historical overview of sport and gambling and then examines a number of themes and issues such as: the social impact of gambling; electronic gaming and betting; match fixing; and bribery and corruption in sport. Special attention is given to gaming and gambling as they relate to the horse racing industry, Australian Rules football and international cricket. Theories and models of ethnographic research are also discussed, and as part of the unit requirements, students will be expected to undertake a fieldwork/observation project.

- Learning Outcomes On successful completion of this unit, students will be able to: Display an understanding of the development of gambling and gaming as a major factor in Australian sport;
- Critically discuss and research (with a particular emphasis on ethnography) aspects of sport, gaming and gambling in an Australian context (i.e. communicate effectively as a professional and a citizen, and be able to locate, evaluate, manage and use information effectively);
- Bring historical knowledge to bear upon the understanding of current issues associated with sport, gaming and gambling from a global perspective (i.e. be an effective problem-solver in a range of settings, including professional practice and work, both autonomously and collaboratively as a professional).


Class Contact Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour for one semester.

Assessment Group tutorial project/presentation (45 minutes; 1000 words) 38%; Research paper (2000 words) 32%; Final examination (2 hours; 1000 words) 30%

Placement Nil.

AHS0055 COMPARATIVE STUDIES IN SPORT AND PUBLIC POLICY

Campus Sunbury and Footscray Park

Prerequisite(s) BLO9211 Sport, Law and the Athlete or equivalent.

Content This unit of study begins with a consideration of the transformation of Australian sport over the last 50 years. A range of theoretical perspectives will be used to analyse these changes. These perspectives include a neo-Marxist approach, a pluralist approach, and a managerialist approach. The unit will then discuss and explain a number of the turning points in Australian sport policy. Current government policies on sport will be reviewed, and the impact of these policies on sport development will be analysed. Australian sport policy will be contrasted with sport policy in Great Britain, New Zealand, North America and Europe. The unit will end with a detailed discussion of how changes in policy can be used to manufacture/engineer different forms of sport development and sport structures.

- Learning Outcomes On successful completion of this unit, students will be able to: Explain how government policy is formulated and implemented within a sport context;
- Identify the benefits that arise from government involvement in sport;
- Explain how different political ideologies influence sport policy;
- Provide a detailed history of Commonwealth Government sport policy;
- Critically review current Commonwealth Government sport policy;
- Compare and contrast Australian sport policy with the sport policy of other countries.

Required Reading Houlihan, B 1997, Sport, policy and politics, Routledge, London.


Class Contact The unit comprises two one-hour lectures and one one-hour tutorial per week for one semester.

Assessment Major project (3000-4000 words) 50%; Participation in workshop and online activities 30%; Submission of issues paper 20%.

AHS0071 ADMINISTRATION OF AQUATIC PROGRAMS

Campus Footscray Park.

Prerequisite(s) Nil.

Content The overall aim of this unit of study is to give students knowledge and practical expertise in the administration of an aquatic recreation facility. It will also qualify them for the Royal Life Saving Society Pool Lifeguard Award. The practical and theoretical parts of the unit include: water chemistry; Health Department regulations; microbiology and disease in the aquatic environment; and an overview of the operation of pool treatment plants. Overall facility administration, aquatic recreation programming and safety issues in this environment will also be covered. The Pool Lifeguard award covers the major areas of safety and risk management, pool surveillance and life guarding and aquatic emergency care. Students will be given the option of taking out the RLSSA Pool Lifeguard Award if they are holders of the Bronze Medallion. Students will meet the cost of obtaining these awards.

- Learning Outcomes On successful completion of this unit, students will be able to: Understand and use knowledge of pool operations, water treatment, aquatic facility administration, aquatic programming, risk management and emergency procedures within an aquatic leisure facility;
- Fulfil professional lifeguard duties including the overseeing of safety and emergency procedures within an aquatic leisure facility.

Required Reading RLSSA, nd, Lifeguarding: the manual RLSSA, Australia. RLSSA, nd, Guidelines for safe pool operation, RLSSA, Australia.

Recommended Reading RLSSA, nd.

Class Contact This unit is delivered intensively over one week, usually during the summer school period. Equivalent to 36 contact hours.

Assessment Practical (in the water and testing scenarios), examinations (for the
AHS0072 SPORT AND PUBLIC POLICY
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study will introduce students to the Australian government sport policy and the ways in which it impacts on the structure and operation of organisations in the field of sport. It addresses both elite and community sport and takes a global perspective by making international comparisons and linkages.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Understand how government policy is formulated and implemented within a sport and recreation context;
  - Identify the benefits that may arise from government involvement in sport;
  - Explain how different political ideologies influence sport policy;
  - Provide a detailed history of Commonwealth Government sport policy;
  - Critically review current Commonwealth Government sport policy, particularly the balance between elite and community sport development;
  - Understand the ways in which Commonwealth policies connect with state and local government sport policies;
  - Compare and contrast Australian sport policy with the sport policy of other countries.


Class Contact Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour; Field work: 10 hours.
Assessment Briefing paper on the justification for government support for sport (500 words) 20%; Assignment that examines the formation and implementation of a policy initiative (500 words) 30%; Major assignment that provides international policy evaluation (2000 words) 50%.
Place As part of their assessment, students will be expected to contact a sport organisation and interview at least two managers. This constitutes work integrated learning (WIL) since students will be required to work closely with the organisation and deliver senior management a copy of their major assignment.

AHS0113 SOCIAL ISSUES IN SPORT ADMINISTRATION
Campus Sunbury
Prerequisite(s) Nil.
Content The aim of this unit of study is for students to develop an understanding of how sociological forces impact on the sport administration process. The unit focuses on some of the major issues facing Australian sport including: drugs; on-field violence; crowd violence and riots; injuries and accidents; player welfare and retirement; sexual harassment; body image and gender identity; crime, corruption and match fixing. These issues are considered in the broader social context, and subsequently linked to appropriate management strategies. The policy implications of these issues are also explored.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Understand current issues confronting sport: drugs, off-field violence, crowd violence and riots, injuries and accidents, retirement, sexual harassment, misdemeanours, crime and corruption, environmental impacts, body image and so on;
  - Place the above in the broader social (sociological) context;
  - Have the capacity to develop specific management strategies, both extra-organisational and intra-organisational to address issues in sport;
  - Provide relevant sport policy initiatives.

Class Contact 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%.

AHS0114 FOOTBALL STUDIES
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study adopts a multidisciplinary approach to the study of various codes of football. Particular attention is given to the political, historical, economic and cultural dimensions of the sport at local, national and international levels. The unit also seeks to contextualise the increasing globalisation and commercialisation of football through a cross-code analysis of a number of related themes, namely gender, identity, ethnicity, fandom and community. A number of methodologies for undertaking football-related research are also considered. In this unit of study, special attention is given to the academic skills of reading, writing and research, complementing the instruction provided in other units.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Understand the origins, development and diffusion of various football codes;
  - Critically discuss and apply various research methods to the various football codes and the football industry in specific Australian contexts (ie. communicate effectively as a professional and citizen and locate, evaluate, manage and use information effectively);
  - Bring historical knowledge to bear upon the understanding of current issues and themes associated with the football industry from a global perspective (ie. be an effective problem-solver in a range of settings, including professional practice, and work both autonomously and collaboratively as a professional).

Class Contact Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour for one semester.
Assessment Group creative project (2000 words) 34%, Research paper (2400 words) 30%; Final examination (1000 words) 36%.
Placement Nil.

AHS0133 RECREATION ENTREPRENEURSHIP
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study outlines the application of management techniques in a small recreation business environment. The operational issues involved in establishing and starting a small business in recreation are presented. Students will become familiar with community-based resources and networks applicable to small business in recreation. Understanding the processes and application of Australian taxation laws, with particular emphasis upon the GST, is important in the unit. Students will learn how to develop a sound business proposal that sets out a strategic plan and fundamental operational strategies and to prepare and submit tender documents for recreation services.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Apply small business management principles in a recreation setting;
  - Demonstrate an awareness of the community networks and resources available to support small business in recreation;
  - Apply basic legal and taxation principles for a small business in recreation;
  - Develop a tender document to undertake a recreation-based project.

Required Reading A Book of Readings distributed by lecturer.
Class Contact Lectures: 12 X 1 hour; Tutorials: 12 X 2 hours; Field work: 10 hours.
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 (WILL) (1000 words per syndicate member) 30%.
Placement The tender proposal will be based on a real industry partner requirement. It will require negotiation with an industry partner (groups) to obtain a project brief and the development of a business proposal to complete the project.
AH50134 INCLUSIVE RECREATION STRATEGIES

Campus Footscray Park.

Prerequisite(s) Nil.

Content This unit will provide students with an overview of strategies and techniques that can be used to create inclusive recreation opportunities and environments. It will include: an overview of contemporary inclusive practices; recreational needs and interests of diverse populations; barriers and constraints facing recreation participants; and strategies needed to plan, develop, implement and evaluate inclusive recreation opportunities and environments. It will present students with the opportunities to utilise the skills they have acquired in Recreation Activity Leadership and Sport and Recreation Programming. The unit will be a complementary unit to Disability Awareness, Community Development, Ageing and Leisure and Children and Youth Recreation as well as build upon the knowledge, skills and abilities acquired from these units.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate an understanding of the value and need for inclusive recreation;
- Demonstrate an understanding of diverse population groups including multicultural groups, individuals with disabilities, older adults, alternative lifestyle groups and the invisible groups in society such as the homeless;
- Develop, implement and evaluate inclusive recreation activities and experiences;
- Apply key inclusive recreation practices;
- Express personal and professional philosophies for the provision of inclusive recreation.

Required Reading


Class Contact

- Lectures: 12 x 1 hour; Tutorials: 12 x 3 hours; Field work: 20 hours. Assessment
  - Quizzes (600 words) 40%;
  - Individual project (WIL): (1200 words) 30%;
  - Group project (WIL): (1200 words per student) 30%.

Placement Students will participate in work integrated learning activities that will comprise 60% of their assessment. Students will be required to demonstrate their competency to plan, develop, implement and evaluate inclusive recreation activities and experiences within the community through both individual and group projects.

AH50141 BUSHWALKING LEADERSHIP

Campus Footscray Park.

Prerequisite(s) Nil.

Corequisite(s) AEB0080 Theories of Outdoor Education or AHS1100 Introduction to Sport and Recreation or equivalent.

Content This unit of study compiles with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. In this unit students will develop: lightweight camping skills, planning and logistics, facilitation and leadership skills to participate in and conduct day and extended overnight bushwalks. They will gain sound knowledge of the theories and modes of instruction of bushwalking and an understanding of the physical, mental and social demands of bushwalking and lightweight camping. Caring for, and appreciation of, the bush environment through the utilisation of minimal impact practices and industry-accepted standards will be emphasised.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Plan, implement and review day and extended overnight bushwalks;
  - Effectively manage groups in a range of environments through an understanding and application of leadership and group interaction theories;
  - Demonstrate effective minimum impact approaches to bushwalking and the importance of sustainable practices in the bush environment;
  - Select appropriate equipment for each bushwalk, and provide appropriate instructional techniques to ensure safe outcomes.

Required Reading

- McPhersons Press, Melbourne, Victoria.

Class Contact

- Lectures: 12 x 1 hour; Tutorials: 12 x 3 hours; Field trips: 168 hours. Assessment
  - Quizzes (600 words) 40%;
  - Individual project (WIL): (1200 words) 30%;
  - Group project (WIL): (1200 words per student) 30%.

Placement Students will participate in work integrated learning activities that will comprise 60% of their assessment. Students will be required to demonstrate their competency to plan, develop, implement and evaluate inclusive recreation activities and experiences within the community through both individual and group projects.

AH50144 THEORY AND APPLICATION OF ROCK CLIMBING

Campus Footscray Park.

Prerequisite(s) Nil.

Corequisite(s) AEB0080 Theories of Outdoor Education or AHS1100 Introduction to Sport and Recreation or equivalent.

Content This unit of study compiles with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. This unit will introduce students to the activity of rock climbing covering a brief history of its development and explaining the different styles of climbing that exist today. The unit focuses on the use of rock climbing and abseiling as a recreational activity and educational tool for groups within the community.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Appreciate the theoretical, educational, environmental and recreational outcomes of climbing and abseiling;
  - Identify potential hazards in climbing environments and develop risk management strategies to counter these hazards;
  - Safely manage groups through an understanding of effective leadership theory and planning practices;
  - Examine the implications of Department of Education Safety Guidelines in development of rock climbing and abseiling activities;
  - Demonstrate the required skills to assist in the successful facilitation of climbing experiences, with the opportunity to satisfy the Artificial Surface Climbing Guide qualification.

Required Reading


Class Contact

- Lectures: 12 x 1 hour; Tutorials: 12 x 3 hours; Field trips: 168 hours. Assessment
  - Quizzes (600 words) 40%;
  - Individual project (WIL): (1200 words) 30%;
  - Group project (WIL): (1200 words per student) 30%.

Placement Students will participate in work integrated learning activities that will comprise 60% of their assessment. Students will be required to demonstrate a range of skills that relate to self and group maintenance in the outdoors. They will display a sound understanding of leadership and group management theories as they relate to the bushwalking experience. Written assignments/presentations (1500 words) 50%. Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relate to an aspect of their studies. The findings of their research will be presented to their peers.

AH50145 THEORY AND APPLICATION OF SNORKELLING

Campus Footscray Park.

Prerequisite(s) Nil.

Corequisite(s) AEB0080 Theories of Outdoor Education or AHS1100 Introduction to Sport and Recreation or equivalent.

Content This unit of study compiles with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. This unit will develop a comprehensive knowledge of snorkelling techniques, dive planning and group management, dive site assessments, dive leadership and legal and safety issues. At the completion of the unit students will be provided with the opportunity to obtain an industry-recognised Snorkel Instructor Award. This will enable students to instruct snorkelling to a diverse range of groups. Previous basic snorkelling experience is required.

- Learning Outcomes On successful completion of this unit, students will be
able to: Plan, implement and instruct snorkelling experiences for a variety of specific populations including those with an educational focus, eg. primary and secondary school students, corporate groups and those with a recreational focus, eg. community groups and commercial groups;
• Demonstrate appropriate snorkelling and snorkelling instructional skills through an exploration of instructional techniques and theories;
• Appreciate the flora and fauna of the aquatic environment, environmental issues and minimal impact practices required to ensure sustainability;
• Identify risks, and implement effective strategies to manage those risks through an understanding of risk management theory and practice;
• Examine the implications of Department of Education Safety Guidelines in development of snorkelling activities;
• Understand the anatomical and physiological changes to the body while snorkelling and the physical adaptations required to prevent pressure injuries;
• Understand the use of the snorkelling experience for a range of educational and recreational outcomes.

Required Reading
Required reading will be provided to students prior to the commencement of the unit.

Recommended Reading
Recommended reading will be provided to students prior to the commencement of the unit.

Class Contact
Camp-based field work: 120 hours.

Assessment
Practical skills and field work (WIL equivalent) (1500 words) 50%.

Students will be required to demonstrate a range of skills that relate to self and group management in the outdoors and will display a sound understanding of leadership and group management theories as they relate to the snorkelling experience. Written assignments/presentations (1500 words) 50%. Written assignments and presentations are developed in conjunction with practical skills and fieldwork.

Students will negotiate an area of research and a literature review that relate to an aspect of their studies. The findings of their research will be presented to their peers. Placement Students spend considerable periods of time in the field. Due to the risk involved with this activity, students’ work integrated learning (equivalent) is completed whilst in the field with fellow students representing clients and/or group participants.

AH50232 PARK MANAGEMENT
Campus Footscray Park.
Prerequisite(s) Nil.

Content
This unit of study considers issues related to the management and provision of natural environments for quality outdoor experiences. Planning and management of parks to meet the sometimes competing economic, environmental and leisure goals of a changing society present a challenge for the recreation professional. This unit seeks to address the issues that arise from conflicting demands by providing an historical and cultural perspective of parks by presenting an overview of current park management concepts and techniques, and by encouraging a critical assessment of current management practices.

Learning Outcomes
On successful completion of this unit, students will be able to:
• Understand the ways in which urban, regional and national park systems in Australia evolved to meet the changing demands of society for nature-based leisure opportunities;
• Understand the major concepts underlying parks and park systems;
• Understand competing demands on a diminishing natural resource base in a climate of environmental and economic accountability;
• Better manage parks and park systems;
• Evaluate the appropriateness of strategies that are being implemented by park management.

Required Reading

Recommended Reading

Class Contact
Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour; Field work: 10 hours.

Assessment
Group park analysis: report and presentation (WIL) (1000 words per student) 35%; Individual issue essay (WIL) (1200 words) 25%; Mid-semester test and final examination (1200 words) 40%.

Placement Up to two visits to different kinds of parks, including discussions with managers and other staff. Identification of park management issues and strategies. Classroom analysis of issues (essay) and development of management strategies after critical assessment of park problems.

AH50242 THEORY AND INSTRUCTION OF RIVER CRAFT
Campus Footscray Park.
Prerequisite(s) Nil.
Corequisite(s) AEBO0080 Theories of Outdoor Education or AH51100 Introduction to Sport Recreation or equivalent.

Content
This unit of study complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. This unit aims to impart theoretical, practical and instructional skills in kayaks and open Canadian canoes on still water and down river. Leadership theories, safety and risk management issues (eg. rescue) and procedures for day trips and extended trips with diverse groups will be covered. Students will develop theoretical understandings of river and water flow dynamics and their implication for river travel. As well, they will extend their appreciation of the relationships between rivers and surrounding land, flora and fauna and the need for conservation. The value of river trips in educational and recreational settings will be explored.

Learning Outcomes
On successful completion of this unit, students will be able to:
• Understand the industry context of river craft and have the opportunity to gain their Flat Water Instructor Level 1 and White Water Guide Level 2;
• Understand the safety issues and risk management of aquatic environments through the exploration of risk management theory and practice;
• Apply appropriate planning and facilitation strategies to plan and lead trips on Grade 2 rivers;
• Facilitate and teach specific learning outcomes for diverse groups;
• Appreciate the environmental issues surrounding inland waterways and utilise minimal impact practices to assist in maintaining the sustainability of this environment;
• Appreciate the value of river trips as recreational experiences and educational tools.

Required Reading

Recommended Reading

Class Contact
Lectures: 12 X 1 hour; Tutorials: 12 X 2 hours; Field trips: 140 hours.

Assessment
Practical skills and field work (WIL equivalent) (1500 words) 50%.

Students will be required to demonstrate a range of skills that relate to self and group management 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 (1500 words) 50%. Written assignments and presentations are developed in conjunction with practical skills and fieldwork.

Students will negotiate an area of research and a literature review that relate to an aspect of their studies. The findings of their research will be presented to their peers. Placement Students spend considerable periods of time in the field. Due to the risk involved with this activity, students’ work integrated learning (equivalent) is completed whilst in the field with fellow students representing clients and/or group participants.

AH50246 THEORY AND APPLICATION OF SKI TOURING
Campus Footscray Park.
Prerequisite(s) AH50141 Bushwalking Leadership.

Content
This unit of study complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. This unit will enable students to apply their understandings of winter alpine environments and theories associated with travel, living and safety experientially. They will gain skills in ski touring and snow camping based on biomechanical analysis of techniques and theories of heat loss and retention. Understanding of the unique alpine environment and the sciences of the complex weather and geological patterns that create it will be applied. Minimal impact practices to ensure sustainability will also be a major focus of this unit. As well, students will develop an appreciation of the physical, mental and social demands and benefits of these activities.

Learning Outcomes
On successful completion of this unit, students will be able to:
• Demonstrate a theoretical and practical knowledge of alpine environments and the skills required to travel and camp safely in remote locations;
• Demonstrate strategies to manage and lead groups in remote and extreme environments through an exploration of leadership and group management theory;
 • Explain experiences of a range of survival techniques and risk management processes for alpine environments;
 • Demonstrate the development of cross-country skiing skills towards gaining an Assistant Instructors qualification.


**Recommended Reading** Gaskill, S 1998, Fitness cross country skiing, Human Kinetics, Melbourne.

**Class Contact** Lectures: 12 X 1 hour; Tutorials: 12 X 2 hours; Camp-based field work: 60 hours.

**Assessment** Practical skills and field work (WIL equivalent) (1500 words) 50%. Students will be required to demonstrate a range of skills that relate to self and group maintenance in the outdoors and will display a sound understanding of leadership and group management theories as they relate to the adventure programming experience. Written assignments/presentations (1500 words) 50%. Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relate to an aspect of their studies. The findings of their research will be presented to their peers. Placement Students spend considerable periods of time in the field. Due to the risk involved with this activity, students’ work integrated learning is completed whilst in the field with fellow students representing clients and/or group participants.

**AH50247 THEORY AND PRACTICE OF ACTIVITY BASED COASTAL INTERPRETATION**

**Campus** Footscray Park.

**Prerequisite(s)** Nil.

**Corequisite(s)** AE0080 Theories of Outdoor Education or AH5100 Introduction to Sport and Recreation.

**Content** This unit of study is designed to provide students with a thorough and comprehensive understanding of the requirements of facilitating experiential activities in a coastal environment. Students will encounter a range of specific coastal-based activities and through consideration of the theories, experiential nature and application of these activities develop appropriate leadership, planning and facilitating techniques. Students will gain an appreciation of the coastal environment and be able to apply appropriate minimal impact and risk management techniques in their facilitation. Students will also develop an appreciation of the physical, mental and social demands and benefits of these activities.

**Learning Outcomes** On successful completion of this unit, students will be able to:
 • Plan, implement and instruct coastal experiences for a variety of specific populations, including primary and secondary school students and community groups;
 • Demonstrate appropriate instructional skills through an exploration of instructional techniques and theories;
 • Appreciate the flora and fauna of the coastal environment, environmental issues and minimal impact practices required to ensure sustainability;
 • Identify risks and implement effective strategies to manage these risks, through an understanding of risk management theory and practice;
 • Understand the use of the coastal experience for a range of educational and recreational outcomes.

Students will also have the opportunity to gain their Community Surf Lifesaving qualification through undertaking this unit.

**Required Reading** Students will be supplied with required readings upon commencement of the unit.

**Recommended Reading** Recommended reading will be provided to students prior to the commencement of the unit.

**Class Contact** Lectures: 12 X 1 hour; Tutorials: 12 X 2 hours; Camps and field time: 60 hours.

**Assessment** Practical skills and field work (WIL equivalent) (1500 words) 50%. Students will be required to demonstrate a range of skills that relate to self and group maintenance in the outdoors and will display a sound understanding of leadership and group management theories as they relate to the adventure编程 experience. Written assignments/presentations (1500 words) 50%. Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relate to an aspect of their studies. The findings of their research will be presented to their peers. Placement Students spend considerable periods of time in the field. Due to the risk involved with this activity, students’ work integrated learning is completed whilst in the field with fellow students representing clients and/or group participants.

**AH50249 THEORY AND PRACTICE OF ADVENTURE PROGRAMMING**

**Campus** Footscray Park.

**Prerequisite(s)** Nil.

**Corequisite(s)** AE0080 Theories of Outdoor Education or AH5100 Introduction to Sport and Recreation or equivalent.

**Content** This unit of study complies with industry standards and requirements as established by the National Outdoor Leadership Registration Scheme and the Adventure Activity Standards. In this unit emphasis will be on developing specific leadership experience with adventure/recreation programs, as well as examining critical leadership and program design elements. Personal leadership skills and styles will be developed. The unit will integrate adventure-based experiential learning theories, models and concepts with the skills of adventure programming and implementation and the safety procedures necessary to lead the activities. Specific areas of the application of adventure therapy will also be considered.

**Learning Outcomes** On successful completion of this unit, students will be able to:
 • Learning Outcomes On successful completion of this unit, students will be able to: Develop an understanding of relevant cycling rules and regulations (based on state and local laws) and common industry best practice which takes into account environmental issues. Students will be presented with a range of situations through which they will be able to explore safe group leadership, risk management and the facilitation of safe mountain biking trips. The unit focus is the use of mountain biking as a recreational activity and educational tool for groups within the community.

 • Apply leadership and group management theories related to mountain bike leadership;
 • Understand risk management theory and practice related to the safe conduct of mountain biking experiences;
 • Perform basic safety checks and maintenance on bicycles;
 • Ensure the safe management of groups and individuals;
 • Demonstrate enhanced cycling skills and experience, and develop an understanding of the efficient biomechanics of cycling;
 • Express an appreciation for the bush environment, environmental issues and sustainability practices related to mountain biking;
 • Understand cycling common practice and the law.


**Recommended Reading** Wells, N 2001, Cycling around Victoria, Lothian Book Publications, Melbourne.

**Class Contact** Lectures: 12 X 1 hour; Tutorials: 12 X 2 hours; Field time and camps: 60 hours.

**Assessment** Practical skills and field work (WIL equivalent) (1500 words) 50%. Students will be required to demonstrate a range of skills that relate to self and group maintenance in the outdoors and will display a sound understanding of leadership and group management theories as they relate to the mountain biking experience. Written assignments/presentations (1500 words) 50%. Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relate to an aspect of their studies. The findings of their research are presented to their peers. Placement Students spend considerable periods of time in the field. Due to the risk involved with this activity, students’ work integrated learning is completed whilst in the field with fellow students representing clients and/or group participants.
to: Apply skills in the selection and facilitation of adventure-based learning activities;
• Utilise specific leadership theories and techniques in adventure-based learning;
• Utilise debriefing, transference and processing theories and skills;
• Appropriately apply the processes and theories of providing feedback;
• Conduct a needs assessment for successful adventure-based program design;
• Employ techniques in managing group safety during activity participation.


Class Contact: Lectures: 12 X 1 hour; Tutorial: 12 X 3 hours; Camps: 90 hours.

Assessment Practical skills and fieldwork (WIL equivalent) (1500 words) 50%.

Students will be required to demonstrate a range of skills that relate to self and group maintenance in the outdoors and will display a sound understanding of leadership and group management theories as they relate to the adventure programming experience. Written assignments/presentations (1500 words) 50%.

Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relate to an aspect of their studies. The findings of their research are presented to their peers.

Placement Students spend considerable periods of time in the field. Due to the risk involved with this activity, students’ work integrated learning is completed whilst in the field with fellow students representing clients and/or group participants.

AHS0283 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.

AHS0290 DIRECTED STUDY

Campus Footscray Park and Melton.
Prerequisite(s) Nil.

Content This unit of study will cover a range of areas in the field of recreation, sport or education negotiated by the students and the supervisor. Examples of likely ways in which study may be directed include the following: critical reviews/papers; annotated bibliography; instrumentation design; pilot projects; performance pieces; facility or program development; faculty or program critique; policy analysis etc.

• Learning Outcomes On successful completion of this unit, students are expected to be able to: Negotiate their topic with an appropriate lecturer/supervisor to develop a formal written contract detailing the scope of their proposal for directed study

• Theoretical outcomes and practical outcomes, will be specified in this contract, the regular contact requirements and the progressive assessment

Required Reading To be negotiated with supervisor.
Recommended Reading To be negotiated with supervisor.

Class Contact Regular contact must be negotiated in the contract with the individual student.

Assessment Contracted progressively, submitted and assessed educational exercises (eg. annotated bibliography, review paper(s), program critique, etc) of various weightings 100% (Total Effective Word Limit 3000).

AHS0441 READING UNIT

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 Reading Unit is designed so that students are able to immerse themselves in a body of literature in a specific field related to sport administration. Students develop the requisite skills to review, analyse, synthesise and summarise academic literature.

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.

Class Contact The Reading Unit research process will be monitored by regular meetings with the supervisor in light of the agreed-upon Reading Unit proposal.

Assessment 5000 word critical review of literature 100%.

AHS1012 THEORIES OF OUTDOOR EDUCATION

Campus Footscray Park.
Prerequisite(s) Nil.

Content This unit of study will consider the history, philosophy and theoretical applications of outdoor education. It will explore the relationship between humans and nature, and the opportunities for personal growth through outdoor education programs. The concepts of leadership, safety, group management, program design and organisation will be introduced.

• Learning Outcomes On successful completion of this unit, students will be able to: Critically analyse the past and future direction of outdoor education;
• Consider by application, the role of adventure in developing human potential and environmental understanding;
• Demonstrate knowledge and skills of lightweight camping;
• Interpret experiences of a range of outdoor education activities.

Required Reading Victorian Bushwalking and Mountain Craft Training Advisory Board 2000, Bushwalking and mountain craft leadership, Department of Sport and Recreation, Melbourne, Victoria.


Class Contact: Lectures: 12 X 1 hour; Tutorials: 12 X 2 hours; Field time: 48 hours.

Assessment Practical skills and field work (1000 words) 30%. Students will demonstrate a range of skills that relate to self and group maintenance in the outdoors. Written assignments/presentations (2000 words) 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 relate to an aspect of their studies. The findings of their research will be presented to their peers.

Placement Students spend considerable periods of time in the field. Due to the risk involved with this activity, students’ work integrated learning is completed whilst in the field with fellow students representing clients and/or group participants.

AHS1013 OUTDOOR SAFETY SKILLS

Campus Melton.
Prerequisite(s) Nil.

Corequisite(s) AEB0080 Theories of Outdoor Education or AHS1100 Introduction to Sport and Recreation or equivalent.

Content This unit of study will examine issues relating to the safe conduct of outdoor education experiences from a range of perspectives. Students will develop their understanding of group management in dynamic environments, documentation, review procedures and the implementation of appropriate safety skills, as applied to a variety of environments and settings.

• Learning Outcomes On successful completion of this unit, students will be able to: Use processes to identify and manage potential risks for individuals and groups in the outdoors;
• Complete pre-trip planning and evaluation of potential risks;
• Understand personal risk assessment;
• Apply and evaluate risk assessment procedures to a range of outdoor educational and recreational activities.


Recommended Reading Priest, S & Gass, M 2005, Effective leadership in adventure programming, 2nd edn, Venture, State College, PA.

Class Contact: Lectures: 12 X 1 hour; Tutorials: 12 X 2 hours; Camps: 120 hours.

Assessment Practical skills and field work (WIL equivalent) (1500 words) 50%. Students will demonstrate a range of skills that relate to self and group maintenance in the outdoors. Written assignments/presentations (1500 words) 50%. Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relates to an aspect of their studies. The findings of their research will be presented to their peers.

Placement Students spend considerable periods of time in the field. Due to the risk involved with this activity, students’ work integrated learning is completed whilst in the field with fellow students representing clients and/or group participants.
AH5015 ENVIRONMENTAL INQUIRY

Campus: Footscray Park.

Prerequisite(s): Nil.

Content: This unit of study will explore the interdependent relationship between humans and the environment with the focus on education for the environment. The aim is to foster a deeper understanding of the concepts of ecological sustainability and the conservation of natural and urban environments through inquiry and practical application.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Further explore, through analysis, their personal relationship with urban and non-urban environments;
  - Further explore, through analysis, the broad human relationships with urban and non-urban environments;
  - Investigate ecological relationships within different environments;
  - Apply their understandings of environmental interpretation in practical situations;
  - Understand different ecological cycles.

Required Reading: Current articles as specified by the lecturer.


Class Contact: Lectures: 12 X 1 hour; Tutorials: 12 X 2 hours; Field days: 16 hours.

Assessment: Practical skills and field work (1000 words) 30%. Students will demonstrate a range of skills that relate to self and group maintenance in the outdoors. Written assignments/presentations (2000 words) 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.

Placement: Students spend considerable periods of time in the field, and so students' work integrated learning is completed whilst in the field with fellow students representing clients and/or group participants.

AH5016 LEADERSHIP IN THE OUTDOORS

Campus: Footscray Park.

Prerequisite(s): Outdoor Safety Skills or equivalent.

Content: This unit of study aims to increase students' understanding of the complexities of leadership, and to develop their skills with sound judgement, empathy and knowledge. Development of the students' skills in processing, facilitating and debriefing experiential activities will also be a major focus as the successful application of these skills will enhance the learning outcomes of group experiences and individual experiences in outdoor education programs.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Explore, evaluate and implement different styles of leadership and develop strategies for effective leadership and teaching;
  - Better understand their own identity, personal strengths and weaknesses in relation to leadership issues;
  - Identify theories of group management and group dynamics within the outdoor environment and developed more confidence in managing group communication, interaction and conflict resolution;
  - Recognise a range of leadership approaches to crisis management;
  - Apply experiential learning theory;
  - Understand how to develop appropriate programs for the diverse needs of clients such as youth at risk.


Class Contact: Lectures: 12 X 1 hour; Tutorials: 12 X 2 hours; Field time: 100 hours.

Assessment: Practical skills and field work (1500 words) 50%. Students will demonstrate a range of skills that relate to self and group maintenance in the outdoors. Written assignments/presentations (1500 words) 50%. Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relate to an aspect of their studies. The findings of their research will be presented to their peers.

Placement: Students spend considerable periods of time in the field. Due to the risk involved with this activity, students' work integrated learning is completed whilst in the field with fellow students representing clients and/or group participants.

AH5017 CONTEMPORARY OUTDOOR RECREATION ISSUES AND TRENDS

Campus: Footscray Park.

Prerequisite(s): Nil.

Corequisite(s): AEBO008 Theories of Outdoor Education or AH5100 Introduction to Sport and Recreation or equivalent.

Content: This unit of study will introduce students to outdoor recreation/adventure tourism and the role of outdoor adventure pursuits in meeting the diverse needs of the community. Students will further develop their understanding of the principles of leadership, legal liability, planning and programming, clothing and equipment, and skills development in the outdoor adventure context. The unit will also touch on the breadth of outdoor recreation activities and opportunities available in today's society. Students will consider current trends, the development of an outdoor recreation-related philosophy, and how outdoor recreation/adventure tourism can be used in shaping people's values and attitudes.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate satisfactorily, the skills and techniques involved in participating in, and planning, safe, responsible and meaningful outdoor adventure programs;
  - Compile appropriate industry-related information to make sound planning decisions;
  - Understand, through analysis, the current social, political and environmental trends that influence outdoor recreation planning and adventure tourism decisions;
  - Apply appropriate theoretical models to generate suitable outcomes for diverse client groups.


Class Contact: Lectures: 12 X 1 hour; Tutorials: 12 X 2 hours; Field time: 48 hours.

Assessment: Detailed plan and post-trip report for one outdoor activity (1200 words) 40%; Participant trip log/report for two activities (800 words) 20%; Major essay: philosophy and values of outdoor recreation (1200 words) 40%.

Placement: Students spend considerable periods of time in the field. Due to the risk involved with this activity, students' work integrated learning is completed whilst in the field with fellow students representing clients and/or group participants.

AH5018 EXPEDITION LEADERSHIP

Campus: Footscray Park.

Prerequisite(s): Nil.

Corequisite(s): AH5016 Leadership in the Outdoors or AH5014 Bushwalking Leadership.

Content: This unit complies with industry standards and requirements as established by the Adventure Activity Standards administered by the Outdoor Recreation Centre. In this unit students will develop and apply leadership skills developed in other core and stream units to extended outdoor expeditions. There will be a focus on the theory and practice of expeditioning. Comprehensive risk management planning and implementation will be a feature of the studies. The relevance of expeditioning as an educational and recreational activity will be investigated with particular reference to the development of self-confidence and basic social skills such as trust. The unit will allow students to explore leadership and group management theories and understandings experientially. An extended expedition is considered to be a minimum of eight days in duration.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Understand the theories and purposes of expeditions;
  - Demonstrate planning and leadership skills for an expedition;
  - Safely implement an appropriate risk management plan for an expedition;
  - Complete an expedition of a minimum of eight days duration;
  - Review, reflect and analyse the learning outcomes of the expedition;
  - Report on an expedition and its outcomes to their peers.


Recommended Reading: Hammemann, D, Hammemann, W & Hammemann, E 2001,

Class Contact: Lectures: 12 X 1 hour; Tutorials: 12 X 2 hours; Camps: 184 hours.

Assessment: Expedition planning proposal and practical preparation (WIL equivalent) (600 words) 20%; Expedition plan (WIL equivalent) (1800 words) 60%; Review seminar/presentation (600 words) 20%.

Placement: Students spend considerable periods of time in the field. Due to the risk involved with this activity, students’ WIL (equivalent) is completed whilst in the field with fellow students representing clients and/or group participants.

AHS1019 OUTDOOR AND ENVIRONMENTAL PHILOSOPHY
Campus: Footscray Park.
Corequisite(s): AEBOO60 Theories of Outdoor Education or AHS1100 Introduction to Sport and Recreation or equivalent and AHS1015 Environmental Inquiry.

Content: This unit of study aims to challenge students’ understanding of their world and to compare western philosophies with a range of other philosophical approaches. Eco-psychology, social ecology and adventure therapy approaches to the outdoors experience will also be discussed. Students will explore the evolution of environmental consciousness, including the consequences of urbanisation. Issues of social justice, gender and accessibility to outdoor education will be explored. This unit of study also aims to encourage students to develop a philosophical understanding of the implementation of outdoor education programs.

Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand philosophical perspectives relating to outdoor and environmental education;
- Construct a personal and professional commitment and philosophy which reflects values, ethics and morality in relation to experiences in the outdoors;
- Address issues relating to society and the environment in a socially critical manner;
- Understand current ethical issues in outdoor education/recreation;
- Plan and implement practical outdoor programs based on a sound theoretical basis.


Recommended Reading: King, P 2004, One hundred philosophers, ABC Books, Sydney.

Class Contact: Lectures: 12 X 1 hour; Tutorials: 12 X 2 hours; Field time: 60 hours.

Assessment: Practical skills and field work (1500 words) 50%. Students will demonstrate a range of skills that relate to self and group maintenance in the outdoors; Written assignments/presentations (1500 words) 50%. Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relate to an aspect of their studies. The findings of their research will be presented to their peers.

Placement: Students spend considerable periods of time in the field. Due to the risk involved with this activity, students’ work integrated learning is completed whilst in the field with fellow students representing clients and/or group participants.

AHS1100 INTRODUCTION TO SPORT AND RECREATION
Campus: Footscray Park.
Prerequisite(s): Nil.

Content: Introduction to Sport and Recreation is a foundation unit that provides students with knowledge and information that are important for all professionals in the sport and recreation industries. The unit creates the foundation for much of what is covered in other units and applied throughout graduates’ careers. The unit aims to provide students with an understanding of the breadth and depth of the field of sport and recreation. The unit assists students to develop a personal and professional philosophy about sport and recreation service delivery. Students will gain an understanding of the development of sport and recreation in Australia and globally, the structure and role of government in sport and recreation policy, and on understanding of current political issues in the field.

Learning Outcomes: On successful completion of this unit, students will be able to:
- Explain the range of sport and recreation services in Australia and explain how these services fit within the wider political, governmental and community context;
- Understand selected definitions, theories and philosophical concepts related to sport and recreation;
- Understand the role of government and its agencies in influencing the structure and development of sport and recreation in Australia;
- Locate credible references and use this information to write a report about a contemporary sport or recreation issue;
- Undertake a group project to prepare a report that explains how sport and recreation services are delivered to a local community in Victoria.


Class Contact: Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour; Field work: 10 hours.

Assessment: Reports. Review contemporary sport and recreation literature on a specific topic of interest to the student (1500 words) 35%; Group report (teams of 3 or 4) on how sport and recreation services are delivered in a specific area of Victoria. (This project will require students to incorporate content in an applied geographic setting of their choice, WIL) (1000 words per student) 25%; Tests: to demonstrate understanding of key concepts (500 words) 40%.

Placement: The group project (25% of assessment) will require students to explore sport and recreation services at a specific Victorian location (WIL). This project provides students the opportunity to apply the range of concepts covered in the unit lectures and references at a local level.

AHS1101 DISABILITY AWARENESS IN SPORT AND RECREATION
Campus: Footscray Park.
Prerequisite(s): Nil.

Content: This unit of study will promote an awareness and understanding of disability and recreation. Students will have the opportunity to explore personal and community attitudes toward, and behaviours dealing with, disabilities. Students will also acquire an understanding of the sociological, psychological and physiological traits of various groups of people with disabilities and the implications these have on the provision of recreation services. It will present students with the opportunity to build on the skills, knowledge and abilities they have acquired in Introduction to Recreation, and Recreation Activity Leadership. The unit will serve as a foundation unit for inclusive recreation strategies and leisure and ageing and will provide students with the ability to enhance the concepts they are exposed to in units such as Sport and Recreation Programming, Sport and Recreation Planning and Community Development.

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate sensitivity and concern for diverse populations;
- Understand personal attitudes and behaviours toward diverse populations;
- Understand the sociological, psychological and physiological characteristics of various special groups and how these relate to recreation;
- Understand the value of the provision of recreation for diverse populations;
- Demonstrate knowledge of various settings for the delivery of recreation to diverse populations;
- Identify potential community resources that may be of assistance in working with diverse populations;
- Understand the concepts of inclusion, integration, mainstreaming and normalisation;
- Demonstrate specific recreation skills, abilities and knowledge that may be utilised in working with diverse populations.

Required Reading: Prepared Book of Readings.

Recommended Reading: ASC 2001, Give it a go: including people with disabilities in sport and physical activity, Australian Sports Commission, Belconnen, ACT. Austin, D & Crawford, A 2001, Therapeutic recreation: an introduction, 3rd edn, Allyn and Bacon, Boston, MA.

Class Contact: Lectures: 12 X 1 hour; Tutorials: 12 X 2 hours; Field work: 25 hours.

Assessment: Quizzes (750 words) 50%; Group project (WIL) (1000 words per student) 25%; Individual project (WIL) (1000 words) 25%.

Placement: Students will participate in work integrated learning activities that will comprise 50% of their assessment. Students will be required to demonstrate their competency to plan, develop, implement and evaluate recreation activities for individuals with disabilities within the community as well as demonstrate sensitivity to the issues involved in disability and leisure.

AHS1102 COMPUTERS IN SPORT AND RECREATION MANAGEMENT
Campus: Footscray Park.
Prerequisite(s): Nil.

Content: This unit of study seeks to provide students with understandings and skills
in the application of basic computer programs to sport and recreation administration and leadership tasks. The unit will demonstrate to students the benefits of computing to the management of recreation and its impact on society. Students will develop an electronic portfolio of recreation-oriented computer application files that will facilitate the storage, manipulation and presentation of information. Skills acquired in the unit will assist in the study of most units of the course (e.g. wordprocessing and slide presentations) but particularly studies of financial and research aspects of sport and recreation through spreadsheet skills.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Understand the basic components and processes of computer technology;
  - Use computer file management processes;
  - Use wordprocessing to produce documents appropriate to the sport and recreation industry;
  - Apply spreadsheet programs to information storage and manipulation problems appropriate to the sport and recreation industry;
  - Understand the application of database management programs to store information;
  - Apply presentation programs to develop presentation slides;
  - Use computer-based communication systems to distribute and gather information;
  - Understand the impact of computer technology on modern life including recreation.


Class Contact Lectures: 12 X 1 hour; Computer laboratory: 12 X 2 hours; Field work: 10 hours.

Assessment Collection of wordprocessing 25%; Spreadsheet 25%; Other software 15%; WebCT based discussions (750 words) 15%; Competency test applications and file management (500 words) 20%.

Placement This unit incorporates about 40% of work integrated learning (WIL). Students visit sport and recreation organisations (e.g. sport and recreation clubs) to discover computer applications that will assist in the management of the organisations. They work on suites of applications in their laboratory workshops. These applications will be returned to the organisations for their consideration for use.

AHS1007 SPORT, LEISURE AND SOCIETY

Campus Footscray Park.

Prerequisite(s) Nil.

Content This unit of study aims to introduce students to the sociology of sport, leisure and Australian society. Key sociological themes and issues will be covered, enabling an understanding of the contemporary social world and how it shapes sport and leisure. Through this knowledge, students will be encouraged to critically examine some of the common assumptions concerning our society, sport and leisure. The ideas developed in this unit are essential to an understanding of sport and leisure planning, programming, management, leadership and marketing, all of which are fundamental processes utilised in the rest of the course. The theoretical assumptions and empirical knowledge base of these major areas of sport and leisure management draw upon sociological concepts, theories and methods of research.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Appreciate the diverse range of social forces that influence our lives as individuals and members of society;
  - Understand how social forces impact on sport and leisure patterns and lifestyles;
  - Explain and evaluate some of the key sociological and sport and leisure concepts and theories;
  - Understand the impact of computers on modern life including recreation.


Class Contact Workshops: 12 X 4 hours; Field work: 20 hours.

Assessment Group presentation (500 words) 15%; Leadership activities (2000 words) 65%; Quiz (500 words) 20%.

Placement Students will participate in work integrated learning activities that will comprise 30% of their assessment. They will be asked to demonstrate their competency in recreation activity leadership within the community setting.

AHS1006 RECREATION ACTIVITY LEADERSHIP

Campus Footscray Park.

Prerequisite(s) Nil.

Content This unit of study will provide students with a basic understanding of the concepts, theories and practice of leadership as it applies to the recreation setting. It will present students with the opportunities to select, create, modify and lead recreation activities and will serve as a foundation for recreation programming. The unit will introduce students to recreation activity leadership. Unit content will include: leadership concepts and theories; activity selection; activity analysis; activity modification; risk management and safety considerations; 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.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Understand the ethical and moral considerations involved in working with children and young people;
  - Use wordprocessing to produce documents appropriate to the sport and recreation industry;
  - Apply spreadsheet programs to information storage and manipulation problems appropriate to the sport and recreation industry;
  - Understand the application of database management programs to store information;
  - Apply presentation programs to develop presentation slides;
  - Use computer-based communication systems to distribute and gather information;
  - Understand the impact of computer technology on modern life including recreation.


Class Contact Lectures: 12 X 1 hour; Computer laboratory: 12 X 2 hours; Field work: 10 hours.

Assessment Collection of wordprocessing 25%; Spreadsheet 25%; Other software 15%; WebCT based discussions (750 words) 15%; Competency test applications and file management (500 words) 20%.

Placement This unit incorporates about 40% of work integrated learning (WIL). Students visit sport and recreation organisations (e.g. sport and recreation clubs) to discover computer applications that will assist in the management of the organisations. They work on suites of applications in their laboratory workshops. These applications will be returned to the organisations for their consideration for use.
• Apply the concepts, theories and ideas introduced in this unit to interpret and critically analyse the inter-relationships of society, sport and leisure;
• Interpret how society and individuals operate so that they will be better equipped to meet the demands of their future professional career;
• Understand and appreciate the socially and culturally diverse Australian community, their sport and leisure services, patterns and needs.

Required Reading
Cooksey, J 2001, Sport in society: issues and controversies, 7th edn, McGraw Hill, Boston, MA. A Book of Readings for Sport, Leisure and Society will be made available to students.

Recommended Reading

Class Contact
Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour for one semester.

Assessment
Tutorial readings (1000 words) 25%. Ethnography or autobiographical sociology of sport and leisure involvement (alternating years) (WIL) (1500 words) 35%. Ethnography: an essay about a public space used for sport or leisure based on an observation and relating type of usage (e.g. gender, activity type, ethnicity, social status) to time and on explanatory sociological concepts or theories. Autobiographical sociology of sport and leisure involvement: an essay telling the story of the student’s life featuring their sport and leisure involvement focusing on the many social dimensions (e.g. family life, schooling, socioeconomic background, gender, ethnicity, race, sexuality) that shape life and life choices. End-of-semester examination. Content of unit (500 words) 40%.

Placement Nil.

AHS1111 SPORT HISTORY AND CULTURE
Campus: Footscray Park.
Prerequisite(s): Nil.

Content
This unit of study aims to provide students with a social and cultural framework within which the historical development of Australian sport can be understood. The first part of the unit therefore provides an extended historical overview of the development of sport in Australia from Aboriginal occupation to the late 20th century. The second part of the unit then looks in detail at a number of sports as specific case studies. Special emphasis is given to the development of sport in the Federation era and in the decades immediately following World War II. In this unit, special attention is given to the academic skills of reading, writing and research, complementing the instruction provided in other units.

• Learning Outcomes
On successful completion of this unit, students will be able to:
• Understand the origins of Australian sport;
• Understand the development of sport as a major factor in Australian life;
• Critically use and analyse primary documents in the field of sports history;
• Critically discuss and research aspects of sport in an Australian context;
• Bring historical knowledge to bear upon the understanding of current issues associated with sport.

Required Reading
Recommended Reading

Class Contact
Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour for one semester.

Assessment
A year in Australian sport essay (1000 words) 25%; Tasting points research paper (2200 words) 39%; Final examination (2 hours) (1000 words) 36%.

AHS1114 SPORT FUNDING AND FINANCE
Campus: Sunbury.
Prerequisite(s): Nil.

Content
This unit of study will introduce students to the areas of budgeting and financial management, and their application to sporting organisations. The budgeting section will include an introduction to different budgeting systems, including zero-based, operating, capital and special project budgeting. Special attention will be given to break even analysis. The financial management section will provide for a detailed examination of the financial statements of sporting organisations and their use in administrative decision-making. Students will be introduced to the principles of double entry bookkeeping, balance sheets, profit and loss statements, cash flow statements, financial ratios, and the goods and services tax. Students will be required to examine a number of sport-related case studies.

• Learning Outcomes
On successful completion of this unit, students will be able to:
• Use the vocabulary of accounting and finance to make informed judgments about the financial affairs of sport organisations;
• Explain why sound financial management and planning is fundamental to the effective management of sport organisations;
• Explain the difference between financial management and financial planning in a sport context;
• Understand the principles of double entry bookkeeping;
• Explain what a balance sheet does and how it gets constructed;
• Identify the core features of an income and expenditure statement;
• Explain the function of a cash flow statement and what it is used for;
• Measure the profitability of sport organisations;
• Measure the ‘liquidity’ of sport organisations;
• Calculate levels of debt dependency of sport organisations;
• Calculate the wealth and net worth of sport organisations;
• Diagnose the financial health of sport clubs and associations;
• Explain the importance of sound financial planning and budgeting;
• Construct an operating budget for a sport event or project;
• Use break-even analysis to assist the budgeting process;
• Develop strategies for containing costs of sport events and projects;
• Use pricing strategies to broaden the revenue base and attract users, members and fans.

Recommended Reading
Stewart, N 2006, Sport funding and finance, Elsevier, Boston.
Recommended Reading

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

Assessment
Financial plan for a sporting organisation 20%; Semester tests 30%; Financial report 30%; Case study analysis 20%.

AHS1116 SPORT ADMINISTRATION FOUNDATIONS 1
Campus: Sunbury.
Prerequisite(s): Nil.

Content
Students will be introduced to the structure of the Australian sport industry, and will examine the major issues faced by contemporary sport managers. This unit will also introduce students to the strategies that can be used to bolster the performance of coaches, support staff, players, teams, members and fans. The concept of professionalism will also be addressed, and will focus on strategy, change, culture and quality. Students will also be required to undertake field observations involving the operation of a sport organisation. They will also be introduced to the Career Development Program.

• Learning Outcomes
On successful completion of this unit, students will be able to:
• Understand the distinction between sport organisations and the sport industry;
• Identify, analyse and discuss the various areas of organisation management in the sport industry;
• Identify, analyse and discuss the sport management environment;
• Identify, analyse and discuss the fundamental principles of sport management;
• Demonstrate understanding of the various areas of organisational management by designing a sport organisation.

Required Reading
Recommended Reading

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

Assessment
Online discussions; Workshop participation; Major project.

AHS1117 SPORT, POLITICS AND SOCIETY
Campus: Sunbury.
Prerequisite(s): Nil.

Content
This unit of study provides a thorough examination of the current state of Australian sport from multiple perspectives. Firstly, it presents an historical assessment of the role of government and its agencies in influencing the structure and development of Australian sporting practices. Secondly, the unit examines the
relationship between elite and community sport, with particular emphasis on the issue of funding and ‘sport for all’. Lastly, it examines contemporary trends in Australian sport with reference to issues such as technology, media, lobby groups, ethnicity, race, gender, protest and the environment.

**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 participation 20%; Examination 40%; Research paper and presentation 40%.

## AHS1200 SPORT AND RECREATION MANAGEMENT

**Campus**
Footscray Park.

**Prerequisite(s)**
Nil.

**Content**
This unit aims to provide students with a comprehensive introduction to the principles of management and their practical application to sport and recreation organisations operating at the community, state/provincial and international levels. The unit is divided into three major areas of sport and recreation management: the sport and recreation management environment; sport and recreation management principles; and future sport and recreation management challenges.

- Learning Outcomes
  - On successful completion of this unit, students will be able to: identify the management factors involved in professional sport through to community sport and recreation;
  - Demonstrate their understanding of the theoretical concepts of strategic management;
  - Describe the key dimensions of an organisational structure;
  - Distinguish between leadership and management;
  - Identify why culture is important to sport and recreation organisations;
  - Understand the characteristics of organisational governance for corporate and non-profit sport and recreation organisations;
  - Analyse a number of challenges relating to the future of sport and recreation management.

**Required Reading**

**Recommended Reading**

**Class Contact**
Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour; Field Work: 10 hours.

**Assessment**
Management and leadership (group): critique the importance leadership plays in a management role (1000 words) 30%; Strategic planning (individual): identify a strategic plan from a selected sport or recreation organisation and analyse (WIL) (1000 words) 30%; Final examination (300 words) 40%.

**Placement**
There are two WIL projects for this unit. The Program plan will require students to work with community organisations to understand the client needs and develop a program plan for the community organisation. The Program activities will require groups of students to work with a community organisation to plan, deliver and evaluate a recreation program.

## AHS1202 RECREATION PROGRAMMING

**Campus**
Footscray Park.

**Prerequisite(s)**
Nil.

**Corequisite(s)**
Recreation Activity Leadership.

**Content**
This unit of study provides an overview of recreation program planning, development and implementation. It seeks to encourage and support the development of a personal programming philosophy based on an appreciation of the scope of recreation programming and recreation benefits. Recreation programs are one of the key mechanisms for consumers to experience a variety of recreation services.

The unit aims to provide students with the knowledge and information to organise and deliver recreation programs to different client groups. This unit is an essential first-year unit that sets the framework for recreation professionals to gain the skills to organise and deliver recreation services. The unit builds on the recreation activity skills developed in semester one to organise the activities into a wider framework that becomes a recreation program. This unit will inform students in a variety of other units in the course such as Human Resource in Sport and Recreation, Event Management in Sport and Recreation, Sport and Recreation Services Marketing, and Sport and Recreation Facility Management.

- Learning Outcomes
  - On successful completion of this unit, students will be able to explain the range of recreation programming concepts that impact on the planning, development and delivery of recreation programs;
  - Write a recreation program plan;
  - Develop and deliver recreation programs as part of a group to diverse sections of the community.

**Required Reading**

**Recommended Reading**
DeGroff, DG, Jordan, DJ & DeGroff, KH 1999, Programming for parks, recreation and leisure services, Venture, State College, PA.

**Class Contact**
Lectures: 12 X 2 hours; Tutorials and field work: equivalent to 12 X 1 hour.

**Assessment**
Program plan (WIL): write a detailed recreation program plan for delivery of a recreation program for a sport or recreation organisation. This will require a WIL element based on students’ ability to work with the community organisation (1200 words) 40%.

Program activities (groups of 3 or 4) (WIL): plan, develop, deliver and evaluate a recreation program for a community organisation. This assessment will require the students to work with a community organisation (1000 words per student) 30%.

Final exam: an opportunity to demonstrate understanding of the key recreation programming concepts and their application in the recreation industry (1000 words) 30%.

Placement
There are two WIL projects for this unit. The Program plan will require students to work with community organisations to understand the client needs and develop a program plan for the community organisation. The Program activities will require groups of students to work with a community organisation to plan, deliver and evaluate a recreation program.

## AHS1207 SPORT AND RECREATION CAREER DEVELOPMENT

**Campus**
Footscray Park.

**Prerequisite(s)**
Nil.

**Content**
This unit of study seeks, notably early in the unit, to help ensure that students obtain positive career outcomes on completion of their course. The unit is designed to bring students into career maturity before they graduate and equip them with the skills that will enable them to be proactive and strategic during their studies to ensure employment upon graduation. Students are provided with an understanding of the variety of career outcomes in the various sport and recreation industry sectors. They learn the importance of gaining work-related experiences in the sport and recreation profession throughout their unit of study. The unit helps students to develop self-understanding to enable them to target their career actions. Students will also participate in a relevant work integrated learning experience in a sport and recreation career placement of their choice.

- Learning Outcomes
  - On successful completion of this unit, students will be able to discuss the many and varied career opportunities and industry sectors in the sport and recreation industry;
  - Understand the characteristics of particular sport and recreation jobs and make recommendations of sport or recreation careers that suit their personality;
  - Demonstrate familiarity with all aspects of the work integrated learning contract system and complete all contractual arrangements necessary to establish a 70-hour career placement;
  - Appreciate the value, to their future career, of part-time and casual work experiences in the sport and recreation industry while they are completing their course and gain a recreation/sport industry position before the end of first year;
  - Access the hidden sport and recreation job market;
  - Prepare an up-to-date skill/achievement-focused resume;
  - Apply job-hunting skills to secure a 70-hour sport and recreation career placement of the students’ choice;
  - Undertake sport and recreation work tasks in a supervised environment (based on 70-hour career placement);
  - Write business-like reports that describe the context, objectives, planning, implementation and evaluation of their work integrated learning and personal development of core graduate attributes.

**Required Reading**

**Recommended Reading**

Class Contact

Lectures: 12 X 1 hour; Tutorials: 12 X 2 hours; Field work: 70 hours.
Assessment

Information interview (500 words) 20%; Personal resume (750 words) 20%; Holland Self-Directed Search assignment (500 words) 10%; Successful completion of a 70-hour recreation career placement that meets all requirements as set out on the placement contract as assessed by the industry supervisor and completion of a business report regarding all aspects of the career placement (5000 words) 50%.

Placement Students will approach an organisation of their personal career choice and arrange to complete 70 hours of work experience with that organisation. The student will establish a written contract between the organisation, the university and the student. This contract will contain placement-learning objectives developed by the student in conjunction with their workplace supervisor. After completion of the 70 hours work experience the student is required to write an extensive four-part business report describing the context for the placement, tasks completed at the workplace, employability and core graduate attributes and skills developed, as well as evaluating their own performance and the workplace. The report will also include an appendix containing all resources developed and sourced while on placement.

AHS1218 SPORT ADMINISTRATION FOUNDATIONS 2

Campus: Sunbury
Prerequisite(s): Nil.

Content

This unit of study will cover the following aspects of sport administration: economic and commercial factors that influence the operation of sport; primary and secondary stakeholders in sport; the special nature of sport, and the implications for the marketing and promotion of sport; tools and procedures for monitoring sport organisation performance.

– Learning Outcomes

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

1. Understand and explain the economic foundations of sport;
2. Identify and differentiate the markets for sport and the Australian sports market;
3. Use sport stakeholder theories to identify and analyse different stakeholder groups of a sport organisation;
4. Monitor and measure sport organisation performance;
5. Understand sport consumers’ needs, market segmentation, and the use of marketing mix to promote sport services and goods.

Required Reading

As directed in the unit CD-ROM.

Recommended Reading


Class Contact

Three hours per week or equivalent if delivered flexibly or online.

Assessment

In-class presentation and participation 20%; Two mid-semester quizzes 20%; Case study analysis 20%; Major project 40%.

AHS1221 SPORT CAREER DEVELOPMENT 1

Campus: Footscray Park
Prerequisite(s): Nil.

Content

This unit of study introduces students to the career development program in sports administration. Students obtain knowledge of the nature of sport careers and the career opportunities available in sport from a variety of sources including: guest speakers working in the sport industry; peer group presentations; web resources; and industry directories and graduate career destination research. The unit provides preparation to go on the placement including: planning sport career placements; setting and writing objectives for the placement; awareness of safety and risk management issues; legal liability and insurance cover; the importance of the online contract system; analysing and evaluating organisations and their programs; and self-evaluation of competency achievements and development while on career placements. Students learn a number of job-hunting strategies and apply these practically to a search using currently advertised positions. The Holland Self Directed Search is completed to introduce students to the importance of self-understanding in career planning and job searching. Information interviewing is also taught to students who then go out into the sport industry to conduct an information interview with a person in a job position to which the student aspires. Students learn job interview techniques and practice job interviewing using position descriptions. Students learn to identify their strengths and competencies through their education, work and extracurricular experiences. These are documented according to the guidelines of the Victoria University Career Portfolio. Students are taught how to develop this portfolio throughout their studies, to identify core graduate attributes and other essential professional competencies and to adapt this as a very effective resume for the job of their choice. Students find a suitable 70-hour placement using a variety of sources: eg. networking, the career placement board and career development database or guest speakers. Students complete a 70-hour placement under the supervision of appropriate industry supervisors and write a comprehensive placement report evaluating the main learning outcomes of the placement.

– Learning Outcomes

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

1. Demonstrate familiarity with the field of career and professional development (CPD);
2. Reinforce prior knowledge of online learning and communication techniques;
3. Demonstrate oral presentation and evaluation skills;
4. Appreciate their practical professional experiences in sport;
5. Demonstrate essential skills for a changing workplace.

Required Reading


Recommended Reading


Class Contact

Three hours per week using a variety of lectures/workshops and online learning activities; 70 hours placement in the field of sport administration.

Assessment

Participation 10%; Completion of career portfolio 25%; Interview performance 10%; Successful completion of placement that meets all requirements of the placement contract as assessed by the agency supervisor 30%; Completion of the placement report (2000 words maximum) 25%.

AHS2111 SPORT SPONSORSHIP

Campus: Footscray Park
Prerequisite(s): Nil.

Content

This unit of study aims to introduce students to a variety of strategies that may be used to broaden the funding base of organisations. Students will be given a sound knowledge of the processes and procedures in sourcing and servicing sponsorships. The unit is divided into three sections: sponsor objectives and benefits, identifying and approaching sponsors and developing and packaging sponsorships; developing a sponsorship proposal, negotiating the sponsorship, the sponsorship agreement and managing the sponsorship; and evaluating the sponsorship and the renewal process. Students will be required to prepare and present a sponsorship proposal.

– Learning Outcomes

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

1. Apply sponsorship concepts in the management and delivery of sport services;
2. Appreciate the process associated with sponsorship packaging;
3. Design strategies to understand sponsorship organisations;
4. Apply the concepts relating to sponsorship deals;
5. Manage the elements of the sponsorship deal;
6. Understand the development, implementation and evaluation of a sponsorship plan;
7. Apply control and monitoring (evaluation) systems;
8. Consider how innovative sponsorship efforts lead to renewing and long-term sponsorship contracts.

Required Reading

Stratford, D 2004, Developing successful sport sponsorship plans, Fitness Information Technology, Morgantown, US.

Recommended Reading


Class Contact

Lectures: 12 x 2 hours; Tutorials: 12 x 1 hour for one semester; Field work: 20 hours.

Assessment

Tutorial reading and participation 10%; Tutorial presentation 15%; Sponsorship proposal 50%; Final examination 25%. All components of assessment must be satisfactorily completed.

Placement

Sponsorship proposal group activity (WIL). The purpose of this project is to select and directly liaise with a community sport organisation with the aim to improve its current sponsorship proposal for potential sponsors. In groups and with lecturer advice, students will design a sponsorship proposal, present it to a mock board from the selected sport organisation (ie. present to tutorial group) and gain feedback from the presentation prior to possible presentation to the selected sport organisation.
AHS2300 EVENT MANAGEMENT IN SPORT AND RECREATION
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit has three main aims: to provide students with a hands-on approach to the processes and procedures in designing, planning, staging and evaluating sport and recreational events; to introduce students to a range of events and increase their knowledge and competency base in the field of event management; and to introduce students to the principles and practices of project management and effective teamwork.
• Learning Outcomes On successful completion of this unit, students will be able to:
- Demonstrate competency in sport and recreation event and project management;
- Know the theories and application of sport and recreation event management, project management and effective teamwork principles;
- Gain knowledge through experience of professionalism in the event management field;
- Apply effective communication, teamwork and relationship building with the main event stakeholders;
- Critically reflect on, evaluate and improve upon individual and team performance during an event management process and write a final report;
- Demonstrate leadership skills, initiative and problem-solving in the sport or recreation event management process;
- Appreciate the theories and professional practices of all stages of the planning, operation and evaluation stages of sport and recreation event management;
- Appreciate the variety of events and the role of diverse service providers as well as the resources available in the event management field.
Class Contact Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour; Field work: 20 hours.
Assessment Assessment 1: Take home exam (short answer 12-15 questions) (600 words) 20%. Assessment 2: Communication, team work and event performance (WIL) (1000 words per student) (Team charter (teams of 3-5) 15% which provides a plan of the event, budget, organisational structure and all team tasks, timelines, operating principles and procedures and position descriptions; and Student self and peer assessment 20% submitted online in weeks 6 and 12). Total for Assessment 2 is 35%. Assessment 3: Major event report/evaluation 20%; and lecturer assessment 10% (WIL) (1000 words). Total for Assessment 3 is 30%. Assessment 4: Sport and recreation event specifics assignment (500 words per student) 15%. Students work in pairs and research specific aspects of a sport and recreation event to broaden and deepen their knowledge of the sport and recreation event management field. Placement Theory in this unit is directly applied in a work integrated learning (WIL) setting in which students are required to demonstrate professional event management competencies, work well in teams and be effective and reflective practitioners. All student events are organised in partnership with industry and as such are WIL-based.
AHS2301 SPORT AND RECREATION SERVICES MARKETING
Campus Footscray Park.
Prerequisite(s) Sport and Recreation Management.
Content This unit of study draws on marketing theory and practice to provide a framework for a customer-focused approach to sport and recreation service delivery. The unit draws on the content of Sport and Recreation Management as a basis for focused development of sport and recreation service delivery. Sport and Recreation Service Marketing provides students with skills and knowledge to deliver sport and recreation services and will also contribute to their Sport and Recreation Facility Management unit. The unit aims to provide students with an understanding of key marketing concepts and a capacity to apply these concepts in the sport and recreation industry.
• Learning Outcomes On successful completion of this unit, students will be able to:
- Explain the range of marketing concepts and practices that are relevant for different sport and recreation organisations;
- Analyse marketing practices in sport and recreation organisations by locating, evaluating and managing relevant information to write a report that synthesises relevant literature and observed practice;
- Develop and present marketing strategies in applied sport and recreation settings by working in a group, using a range of relevant information to prepare a written report.
Class Contact Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour; Field work: 10 hours.
Assessment Market review (WIL). Students will be expected to work with a sport or recreation organisation of their choice and prepare a report that summarises and critiques the organisation's marketing practices (1500 words) 40%. Applied marketing strategy (WIL). Groups of three to four students will be expected to develop an applied marketing strategy that relates to a real agency, such as the VU Aquatic and Fitness Centre (1000 words per student) 30%. Final exam. A formal exam will provide students the opportunity to demonstrate their understanding of the key marketing concepts and their application in the sport and recreation industry (1000 words) 30%.
Placement This unit requires two WIL experiences as part of the assessment. The Market review will require individual students to work with a sport or recreation organisation to gain an understanding of their marketing practices. They will then need to critique these practices based on marketing theory and principles. The Applied marketing strategy will require groups of students to use existing marketing information from a sport and recreation organisation to develop a specific marketing strategy. This report will be provided to the organisation.
AHS2305 SOCIAL PSYCHOLOGY OF RECREATION
Campus Footscray Park.
Prerequisite(s) Nil.
Corequisite(s) Nil.
Content Understanding human interaction, behaviour and decision-making processes is central to leisure, as well as being critical in any group setting, such as you would find in the role of a manager of a work team. This unit provides students with a social science discipline foundation to recreation management. The aim of this unit is to give students an opportunity to inquire into psychological processes that underlie leisure behaviours and the effects of leisure on various psychological states and processes. It is believed that these processes are fundamental to understanding the nature of leisure and leisure behaviours. As well, the unit will look at the place of leisure in students’ personal lives. Thus, this unit seeks to apply psychological concepts and theories to understand human interaction and leisure phenomena. This unit is an extension of Introduction to Recreation and stands besides Sport, Leisure and Society. The ideas developed in the unit are essential to an understanding of leisure planning, management and marketing, all of which are fundamental processes in areas of leisure management. Understanding of these areas draws upon perspectives developed in foundation disciplines including Social Psychology of Recreation.
• Learning Outcomes On successful completion of this unit, students will be able to:
- Explain the psychological nature (dimensions) of play and leisure and the conditions that help and hinder the experiencing of play and leisure;
- Explain progress through the developmental stages of play in childhood and leisure during adult life;
- Understand affective psychological processes such as leisure attitudes and motives that are believed to underlie various leisure behaviours;
- Understand how leisure experiences lead to psychosocial outcomes (benefits and dis-benefits) for people;
- Interpret and evaluate leisure behaviours and their associated beliefs and feelings, from psychological perspectives;
- Appreciate the importance of psychological perspectives in understanding and interpreting leisure behaviours;
- Advocate the benefits of quality leisure for personal development.
Required Reading Mannell, RC & Kleiber, DA 1997, The social psychology of leisure, Venture, State College, PA.
Class Contact Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour.
Assessment Short essays (500 words week 4; 500 words week 8) 20%; Research essay (select from set topics) (1500 words) 35%; End-of-semester exam (tests students' knowledge of unit content) (500 words) 45%.
Placement Workplace learning is not appropriate for this unit.
AHS2400 HUMAN RESOURCES IN SPORT AND RECREATION
Campus: Footscray Park.
Prerequisite(s): Nil.
Content: This unit of study aims to develop an understanding of people management as it relates to the delivery of sport and recreation services. Topics to be covered include but are not limited to: organisational structure and design; role of the sport/recreation manager; recruitment and selection; staff management issues. This unit builds on the ideas addressed in Introduction to Sport and Recreation Management. The understandings and skills gained in this unit will assist students in studies in Career Development and Industry Placements.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Appreciate the historical overview of definitions;
  - Apply environment/social/philosophical dimensions of people management in sport and recreation organisations and services;
  - Understand contemporary concepts and approaches to managing people in the delivery and management of sport and recreation organisations and services;
  - Apply human resource planning and management processes and strategies for effective management of employees and volunteers;
  - Appreciate the diverse range of community and sport and recreation settings in which volunteers work;
  - Address, using strategic management approaches, the needs and skills of employees and volunteers to perform their role effectively and efficiently;
  - Ensure the delivery of positive sport and recreation services within, and external to, the organisation by creating partnerships between employees and volunteers.


Class Contact: Lectures: 12 x 2 hours; Tutorials: 12 x 1 hour; Field work: 10 hours.

Assessment: Human resources comparison paper (individual assignment) (1200 words) 40%; Work integrated learning project that requires students to visit and interview managers from two different organisations; Research project/group activity (partner or small group assignment) (1500 words) 35%; Includes a written project (length depends on the number of people in the group) and a class presentation; Final examination (200 words) 25%.

Placement: Human resources comparison paper: the purpose of this assignment is for each student to learn about personnel management issues in the sport and recreation industry (WIL). They will interview professionals from two different agencies providing similar services but in different organisational structures. The report will consist of information from each of the agencies as well as a comparison of key points. The choice of which two agencies is up to each individual student.

AHS2404 RECREATION AND COMMUNITY DEVELOPMENT
Campus: Footscray Park.
Prerequisite(s): Nil.
Content: This unit provides students with skills to work with communities in order to develop programs and initiatives that meet the changing needs of society. This unit builds on the ideas that were presented in Introduction to Recreation, Programming in Recreation, Leadership in Recreation and Recreation Management. Main topics to be covered include but are not limited to: theoretical foundations of community development; skills required for collaborative-based work; strategies used in community development; working with and listening to community groups; funding and research opportunities.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Understand the theory and philosophy of community development;
  - Understand the strategies used in community development projects;
  - Appreciate and respect marginalised and diverse groups of people in society;
  - Apply the processes of group dynamics and collaboration.


Recommended Reading: Additional reading will be provided by the lecturer.

Class Contact: Workshops: 12 x 2 hours; Field work: 3 hours.

Assessment: Individual progress reports (3 x 10%) (1500 words) 30%; Individual reflection paper/final exam (1000 words) 20%; Partner/group assessment (WIL) (2000 words per person) 50%.

Placement: Partner/group Assessment 50%. This involves the selection of a community group with which to work, organising and attending several meetings with that community group and providing a written report and visual presentation to the organisation.

AHS2405 RESEARCH AND EVALUATION IN SPORT AND RECREATION
Campus: Footscray Park.
Prerequisite(s): Nil.
Content: This unit of study introduces students to basic concepts and methods associated with research and evaluation in sport and recreation. It seeks to provide students with the understandings, skills and values necessary to conduct basic research and evaluations associated with sport and recreation services. This unit expands the ideas about research and the need for evaluation that students will have encountered in units such as Programming and Leadership and Management and relies on skills that have been developed in computing. The skills learned in this unit will be applied in future units such as Recreation Planning and Policy, Marketing, Facility Design and Community Development.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Understand the nature of sport and recreation research and its application in evaluation of sport and recreation services;
  - Select and design basic research methods (quantitative and qualitative) appropriate to particular sport or leisure service research and evaluation problems;
  - Analyse numerical and verbal information to reach research and evaluative conclusions;
  - Write a research report;
  - Understand the use of output from an evaluation project;
  - Appreciate the importance of the ethical conduct of research and evaluation of sport and leisure phenomena and services.


Class Contact: Lectures: 12 x 1 hour; Workshops: 12 x 2 hours; Field work: 10 hours.

Assessment: Mid-semester quiz (50 minutes) (300 words) 25%.

- Importance-performance research report (WIL) (1000 words) 25%. For example, evaluate the recreation facilities and services of the Aquatic and Fitness Centre at Footscray Park Campus. Develop a questionnaire, each student will be responsible for gathering data, analysis, submission of a brief executive report. The results of the evaluation will be presented to the VU Aquatic and Fitness Centre Staff.

- Strengths and weaknesses analysis (WIL) (1000 words) 20%. For example, analyse the qualitative comments regarding the Aquatic and Fitness Centre at Footscray Park Campus.

- Qualitative coding (strengths, weaknesses, opportunities, threats, method, report).

- End of semester examination (90 minutes) (700 words) 30%. This examination will be a mixture of multiple choice, short answer and an essay question to assess understanding of topics covered in this unit.

- Placement: Assessment items 2 and 3 will require students to work with sport or recreation organisations such as the VU Aquatic and Fitness Centre. Findings will be shared with the Fitness Centre staff. These assessment tasks make up 45% of the unit assessment.

AHS3002 LEGAL ISSUES IN SPORT
Campus: Sunbury
Prerequisite(s): Nil.
Content: This unit of study will include: Australian legal system: overview of foundations, institutions and legal principles; Corporations Law: the legal structure of sporting organisation and the significance of different business/organisational structures; Contract Law: introduction to contracts, employment contracts, restraint of trade, breach of contract and remedies for breach; Administrative Law: the role of sporting tribunals and athletes’ rights in relation to discipline; Medicolegal issues: discrimination (general, racial, gender, pregnancy), injuries and liability, negligence, transmission of disease and the use of drugs use in sport; the financial obligations of athletes, employers and organisations: negligence, Trade Practices Act, taxation, advertising and sponsorship; intellectual property: copyright, trademarks, passing off, misleading and deceptive conduct; defamation: the protection of athletes’ reputations.

- Learning Outcomes: On successful completion of this unit, students will be able...
to: Understand a range of legal issues, and their consequences, relevant to the professional experience of employees and independent contractors in the field of sport;

- Understand terms, institutions, sources, content and practices of law in society as they apply to professional activities in the sports industry (courts visits);
- Understand the role of sports tribunals and athletes rights;
- Understand medical legal issues as they relate to sport;
- Appreciate the importance of legal relations through the law of contract, as well as aspects of dispute prevention and resolution, including litigation as a last resort;
- Understand common law duties of care and their relationship with professional indemnity insurance in the area of accident compensation;
- Appreciate the role of human rights and anti-discrimination law as applied in sport;
- Understand various rights and obligations under criminal and employment laws;
- Identify problems with legal dimensions, and develop viable and preventative risk management strategies (sport or recreation organisation (including local government) legal issues);
- Use analytical procedures to assess the effectiveness of legal regulation, formal dispute resolution and prevention in the field of sport;
- Deal with legal practitioners and sources of law.

**Required Reading**

- To be advised by lecturer.

**Recommended Reading**


**Class Contact**

- Three hours per week for one semester comprising one two-hour lecture/seminar and one one-hour tutorial.

**Assessment**

- Two class tests (20% each) 40%; Assignment 40%; Class presentation 20%.

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### AHS3111 SPORT EVENT ADMINISTRATION

**Campus** Sunbury.

**Prerequisite(s)**

- AHS2111 Sport Sponsorship or equivalent.

**Content**

- During the first half of the semester this unit of study will cover all of the essential event theories including: event planning and budgeting; venue audit; event feasibility; sponsorship; marketing and promotion; risk management; human resource management; project management; teamwork; and event evaluation and fixturing for selected sports events. Students will place all of this theory and practice through working in teams and tutorial groups throughout the semester to plan, organise, stage and evaluate an actual event.

- Learning Outcomes
  - On successful completion of this unit, students will be able to: Demonstrate hands-on experience and competency development in event and project management;
  - Demonstrate knowledge of the theories and application of event and sport event management, project management and effective teamwork principles;
  - Demonstrate knowledge and experience of professionalism in the event management field;
  - Develop effective communication, team work and relationship building with the main stakeholders of events;
  - Critically reflect on, evaluate and improve upon individual and team performance during the event management process;
  - Develop leadership skills, initiative and problem-solving in the event management process;
  - Appreciate all stages of the planning, operation and evaluation stages of event management;
  - Appreciate a variety of events as well as the resources available in the event management field.

**Required Reading**


**Class Contact**

- Three hours per week. All theory is taught in flexible mode during the first part of the semester. Tutorials are 90 minutes in length each week.

**Assessment**

- Take home exam 20%; Self-assessment and Team charter 35%; Major event report 30%; Lecturers assessment of event 15%.

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### AHS3112 SPORT VENUE AND STADIUM ADMINISTRATION

**Campus** Sunbury.

**Prerequisite(s)**

- AHS2111 Sport Sponsorship or equivalent.

**Content**

- The aim of this unit of study is to familiarise students with the administrative functions that support the management and planning of sporting and community facilities, programs and services. Specific attention will be given to: the planning process associated with developing sporting facilities; the role of the administrator in preparing marketing plans; instigating professional work practices in a facility setting; administering short and long term sports and activity programs; the administration of local, state, national and international sporting competitions. Students will also be given a detailed understanding of stadium design principles that relate to the working environment of staff and the needs of spectators.

- Learning Outcomes
  - On successful completion of this unit, students will be able to: Demonstrate knowledge of general sport facility planning, designing and evaluation processes;
  - Demonstrate knowledge of funding sources for facilities;
  - Apply management skills necessary for the successful daily operation, housekeeping, maintenance, security and control of facilities;
  - Demonstrate knowledge of risk management and special issues in sport venue and facility management;
  - Apply knowledge and skills from other units such as marketing, financial management and human resource management to management of sporting facilities.

**Required Reading**


**Class Contact**

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

**Assessment**

- Facility and program evaluation reports 15%; Group project 45%; Examination 30%; Participation 10%.

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### AHS3113 ETHICS AND SOCIAL POLICY IN SPORT

**Campus** Footscray Park.

**Prerequisite(s)**

- Nil.

**Content**

- The two main aims of this unit are: to develop the students’ awareness and ability to analyse the ethical components of the many issues, practices and relationships within the sport industry; and, to develop the students’ understanding of the processes, applications and effectiveness of social policy in sport and how this policy can be ethically informed. Core unit content includes: the nature of ethical inquiry; the nature of professionalism and codes of conduct; business ethics; the nature and application of social policy in sport; human rights; animal rights; equity; social justice and environmental concerns.

- Learning Outcomes
  - On successful completion of this unit, students will be able to: Apply ethical thinking/problem-solving, as applied to professional practice;
  - Understand policy formation, implementation, and what makes ‘good’ (ie. effective and ethical) policy;
  - Better understand educational and consultative approaches to implementing ethical policy in sport;
  - Understand how to recognise and address (in an effective and ethical manner) power and politics as an integral part of the policy process in sporting organisations;
  - Understand the nature and significance of the relationship between the private individual and the public practice/management of sport;
  - Understand the nature and significance of the relationship between the individual, the social practice and the institution of various sports;
  - Examine critically (in oral and written forms) arguments/problems arising out of lecture/seminar/reading materials and student presentations;
  - Mount and defend (in oral and written forms) their own well-reasoned positions with respect to the issues dealt with in the lectures/seminars.

**Required Reading**

- A reader with all necessary readings for this unit is provided to students.

**Recommended Reading**

- Nil.

**Class Contact**

- Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour for one semester.

**Assessment**

- Take home exams: (mid-semester 15%, exam period 25%) (1500 words) 40%.
- WebCT weekly responses (weeks 6-11) (4 X 200 words) 20%.
- Read and answer questions from six online readings of which students must submit four.
- Major presentation (weeks 6-12) (25 minutes, groups of 2-3) (1000 words) 30%.
Concentrates on ethical and social policy dimensions assigned to a topic using current ethical issues and social policy of an Australian sport organisation(s).

Debate 10%. Students to contribute in an informed manner to class debates and activities. Students submit debate mark online (out of 10) as well as lecturer’s (out of 10).

Placement To facilitate the understanding of ethics and social policy in the sport industry, and to ground the problem-based learning strategy, a number of guest speakers from sport organisations will be invited for presentations and discussions.

The main assessment piece also requires students to use their ethical and policy analysis skills on actual sport policy (WIL) and ethical problems within the sport industry.

AHS3114 SPORT AND RECREATION FACILITY MANAGEMENT
Campus: Footscray Park
Prerequisite(s): Nil

Content
This unit of study is designed to provide students with theoretical knowledge and practical experience with the administrative functions that support the management, planning and evaluation of sport and community venues and facilities.

The unit draws on the content in Sport and Recreation Management, Sport and Recreation Service Marketing and Human Resources in Sport and Recreation as a basis to address the issues and problems in Sport and Recreation Facility Management. The skills and knowledge students obtain in this unit will contribute to their sport and recreation career development. The unit aims to provide students with an understanding of key facility management concepts and theories and a capacity to apply these concepts in the sport and recreation facility industry.

- Learning Outcomes
  - On successful completion of this unit, students will be able to: Understand general sport facility planning, designing and evaluation processes;
  - Apply management skills necessary for the successful daily operation, housekeeping, maintenance, security and control of facilities in applied practical situations;
  - Analyse facility risk management practice;
  - Evaluate facility performance and prepare a written report.

Required Reading

Recommended Reading

Class Contact
Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour; WebCT: 12 X 1 hour; Field work: 15 hours.

Assessment
Field trip review: prepare a report that summarises and critiques facility management practices (WIL) (1000 words) 30%; Facility performance evaluation report: (groups of three to four) collect data and evaluate the performance of a middle-sized sport or recreation facility (WIL) (4 X 1000 words) 40%; Final exam: the opportunity to demonstrate understanding of key facility management concepts and theories and their industry application (800 words) 30%.

Placement
This unit requires two WIL experiences as part of the assessment. The field trip review will require individual students to visit a sport or recreation facility and learn from the people in the industry to gain an understanding of facility management practices. They will then need to critique these practices based on theories and principles learned in this unit. The facility performance evaluation report will require groups of students to use collected information of the sport and recreation facility to evaluate its performance.

AHS3213 SPORT CAREER DEVELOPMENT 2
Campus: Sunbury
Prerequisite(s): AHS1221 Sport Career Development 1

Content
This unit of study is a culminating career-focused unit designed to assist students’ career decision-making and goal-setting for graduate employment. A career map is developed using: a range of self-understanding activities; work integrated learning experiences; part-time/casual employment experiences and units studied during the course. This map provides students with sufficient information to identify career goals and design an action plan to reach these goals. The unit then provides for students to use job-hunting strategies to establish a work integrated learning placement of their choice. Strategies include: searching newspapers and the internet; networking; writing targeted resumes (based on their portfolios); and job interviews. Each student is encouraged to select and secure their final placement strategically — so that they optimise their placement experience, their networking opportunities and possible employment opportunities. All of these outcomes should be aligned to their career goals. Students will develop generic sports administration skills and augment specific skill areas (ie. marketing, event management, research, sport development, facility management) during their supervised placement.

- Learning Outcomes
  - On successful completion of this unit, students will be able to: Record valuable practical experience in sport in their resume and discuss during future job interviews;
  - Enhance their employability in the sports industry through experience gained, and skills developed, during a 175-hour field placement;
  - Improve their network of sport industry contacts;
  - Reinforce and add to their prior knowledge of online learning and communication techniques.

Required Reading
Sport Career Development Manual developed by HMKP staff.


Recommended Reading

Class Contact
Equivalent to one hour per week classroom learning and 200 hours in the field on placement.

Assessment
Section A: completion of all self-understanding activities contained in the My career booklet provided. Career map: summary of career goals and action plan. Section A is worth 20% of overall grade. Section B: contract for work integrated learning placement. Completion of 200 hours of placement; written report on placement (max 2000 words); submission of satisfactory evaluation from work placement supervisor including graded assessment. Section B is worth 60% of overall grade. Section C: completion of career portfolio. Section C is worth 20% of overall grade.

AHS3500 SPORT AND RECREATION FINANCIAL MANAGEMENT
Campus: Footscray Park
Prerequisite(s): Nil

Content
This unit of study gives students grounding in the basics of financial management and planning, and its application to the administration of sport and recreation organisations. The financial management section will focus on the principles of double entry and accrual accounting, and the construction and interpretation of balance sheets, income and expenditure statements, and cash flow statements.

Special attention will be given to financial performance, and how financial ratios can be used to diagnose the financial health of sport and recreation organisations. The planning section will focus on the budgeting process, and how budgets can be used to monitor revenue and expenses, and capital spending. This section also examines costing and pricing issues and how they impact on the budgeting process. Class activities will centre on case studies of sport and recreation organisations, and experiential exercises.

- Learning Outcomes
  - On successful completion of this unit, students will be able to: Explain why sound financial management and planning is fundamental to the effective management of sport and recreation organisations;
  - Understand the principles of accrual accounting and double entry bookkeeping;
  - Measure the financial performance of sport and recreation organisations;
  - Explain the importance of sound financial planning and budgeting;
  - Construct an operating budget for a sport and recreation program;
  - Use break-even analysis to assist the budgeting process;
  - Apply strategies for containing costs of sport and recreation programs;
  - Use pricing strategies to broaden the revenue base for sport and recreation programs.

Required Reading
Stewart, R 2007, Sport funding and finance, Elsevier, Jordan Hill.

Recommended Reading

Class Contact
Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour for one semester.

Assessment
In-class quizzes on accounting principles, financial statements, budgeting and costing, and pricing (1000 words) 40%; Major report on financial performance of an organisation in the field of sport or recreation (2000 words) 60%.

Placement
While this unit requires students to provide a detailed analysis of a sport
or recreation organisation’s financial performance, it does not involve any ongoing observation or participation in the activities of the organisation.

**AH3502 RECREATION PLANNING AND POLICY**

**Campus** Footscray Park.

**Prerequisite(s)** Nil.

**Content** This unit of study examines concepts and steps associated with community recreation planning and policy processes. The unit aims to introduce students to recreation planning and policy and develop the knowledge and skills to effect a number of different strategies and approaches to the development and evaluation of recreation plans and policies. The main skills in the role of recreation planner are taught and the relationships between recreation planning and urban, regional, state and national policies are analysed. The impacts of planning and policy development on facility development, program delivery and community development are analysed. Understandings of planning concepts and techniques, including gathering information and understanding community needs, feasibility studies, policy development, interpretation of existing policies and recognising the political processes associated with policies and planning are developed. This unit complements and further develops material introduced in Society and Leisure, Management, Marketing, Programming and Leadership units.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Understand policy development and how it applies to leisure;
  - Appreciate the values underpinning policies for leisure and the conflicts and pressures faced by decision makers;
  - Understand the roles and responsibilities of the three levels of government in relation to planning leisure opportunities and policy development for the community;
  - Apply knowledge of the strategic planning process;
  - Apply a range of strategies and techniques to the planning of leisure opportunities in a community;
  - Appreciate the need for planners to act in a professional and ethical manner towards all stakeholders in the fulfilment of their role and responsibilities.


**Recommended Reading**
- Vassilou, G, DTSS & Hillary Commission for Recreation and Sport 1994, Getting it right: a guide to planning and developing sport and recreation facilities, DTS, Brisbane, Queensland.

**Class Contact**
- Lectures: 12 X 1 hour; Tutorials: 12 X 2 hours; WebCT: 4 X 1 hour; Field work: 10 hours.

**Assessment**
- Policy analysis presentation (pairs) (Weeks 4 and 5) (500 words) 25%.
- Describe and evaluate a policy with implications for leisure, based on information about a recreation-related governmental policy (local, state or federal level). Locate a policy, address questions relating to the policy using information (eg. internet, books, interviews with relevant people) in the policy organisation. References and a one-page summary required.
- Recreation planning report (Week 8) (WIL) (2000 words) 40%. Students work with a selected organisation (eg. government department) to develop a recreation/open space/physical activity strategy to target a social group (eg. youth, CALD groups, people with disabilities). Planning based on an analysis (socio-demographic data, leisure participation data, trends for their chosen social group). Identify likely implications for future leisure provision and make recommendations to their organisation/department on future developments (eg. facility developments/upgrades, open space provision, programs and service delivery modes) that meet the needs of the chosen social group.
- End-of-semester examination (2 hours) (500 words) 35%. Short answer and essay questions on application of planning principles in different scenarios.

**Placement**
Students will be required to work with organisations to develop the recreation planning report. This will occur over a period of six weeks, during which time students will be asked to produce updates on progress and the organisations will be contacted by the lecturer to determine the students’ progress. Students will select organisations that are relevant to their career interests.

**AH3503 LEGAL ISSUES IN SPORT AND RECREATION**

**Campus** Footscray Park.

**Prerequisite(s)** Nil.

**Content** This unit of study examines selected prominent legal issues affecting the sport and recreation industries in Victoria and Australia-wide. It analyses the relationship between Federal, State and Local government law on a range of topics, including: personal injury (negligence and insurance law); contract and employment issues; land access; management and maintenance; anti-discrimination law and certain criminal offences dealing with sexual assault and child abuse, while providing guidance for students on how to obtain legal representation; and how to identify a potential legal problem.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Understand a range of legal issues, and their consequences, relevant to the professional experience of employees and independent contractors in the field of recreation management;
  - Understand terms, institutions, sources, content and practices of law in society as they apply to professional activities in the recreation industry (courts visits);
  - Appreciate the importance of legal relations through the law of contract, as well as aspects of dispute prevention and resolution, including litigation as a last resort;
  - Understand common law duties of care and their relationship with professional indemnity insurance in the area of accident compensation;
  - Appreciate the role of human rights and anti-discrimination law in terms of staff management and access to recreational services;
  - Understand various rights and obligations under criminal and employment laws;
  - Identify problems with legal dimensions, and to develop viable and preventative risk management strategies (sport or recreation organisations [including local government] legal issues);
  - Use analytical procedures to assess the effectiveness of legal regulation, formal dispute resolution and prevention in the field of recreation;
  - Deal with legal practitioners and sources of law.

**Required Reading**
- Online resources associated with Government and law institutions: Australasian Legal Information Institute database (www.austlii.edu.au).

**Recommended Reading**

**Class Contact** Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour; Field work: 10 hours.

**Assessment**
- Mid-semester test (500 words) 30%; Group presentation on a selected legal issue (WIL) (1500 words per student) 30%; End-of-semester take home examination (WIL) (1000 words) 40%.

**Placement** The group project (25% of assessment) will require students to explore one or two sport and recreation services (WIL) at specific Victorian locations. This project provides students with the opportunity to apply the range of concepts covered in the unit lectures and references at a local level.

**AH3505 SPORT RECREATION AND SUSTAINABILITY**

**Campus** Footscray Park.

**Prerequisite(s)** Nil.

**Content** This unit of study aims to provide students with a comprehensive introduction to the concepts, principles and strategies of environmentally sustainable sport and recreation management in the 21st century. This unit is divided into four major themes: emerging environmental, social, economic and regulatory pressures for sustainable sport and recreation management in the 21st century; sustainability; the broad response to environmental degradation and its historical development; principles and strategies for sustainable sport and recreation management; and climate change: key concepts, implications for sport and recreation management, and principles and strategies for sport or recreation management in a carbon-constrained 21st century.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Demonstrate their understanding of the concept of sustainability: the broad response to environmental degradation;
  - Demonstrate their understanding of the need for sustainable sport and recreation management practices by evaluating the environmental, social, economic and regulatory pressures emerging in the 21st century;
  - Understand the fundamentals of climate change: its key concepts, implications for sport and recreation management, and strategies for sport or recreation organisations in a carbon-constrained 21st century;
  - Define, understand and apply principles and strategies for sustainable management to sport and recreation case studies.

**Required Reading**

**Recommended Reading**
Bachelor of Arts (Sport Administration); or Bachelor of Arts (Sport Recreation and Sport Business Management).

SCHOOL OF HUMAN MOVEMENT, RECREATION AND PERFORMANCE

AHS3506 LEISURE AND AGING

Campus Footscray Park.

Prerequisite(s) Nil.

Content This unit of study will provide students with an overview of leisure and ageing. It will examine the ageing population with particular reference to the demographically shifting context of Australia. It will also focus on: the diverse needs and interests of this population; the barriers and constraints they are facing; and the strategies that are needed to plan, develop, implement, and evaluate recreation opportunities and environments for our older adults. It will also emphasise the changing role and importance of leisure in the life-cycle. It will present students with the opportunities to build on the skills, knowledge, and abilities they have acquired in recreation activity leadership and sport and recreation programming while serving as a complementary unit to inclusive recreation strategies, disability awareness, and community development.

• Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate an understanding of the changing role and importance of leisure in the life-cycle and in the promotion of wellness;
  - Demonstrate knowledge of the sociological, psychological and physiological characteristics of the aged;
  - Understand the impact of the shifting demographic trends on the aged population within Australia;
  - Understand the diverse needs and interests of this population;
  - Understand the leisure constraints and barriers faced by older adults;
  - Identify resources available to the aged community at the local, state and national levels;
  - Plan, develop, implement and evaluate recreation opportunities and environments for older adults.


AHS3600 SPORT AND RECREATION CAREER DEVELOPMENT

Campus Footscray Park.

Prerequisite(s) Nil.

Content This unit of study is designed to facilitate a successful transition from university to employment through further development of job-hunting strategies. Students will follow a career development model that will assist them to manage their own career. The unit seeks to provide students with greater understanding and skills for personal career goal setting and development of career action plans. The unit will also continue to develop practical sport and recreation skills through a substantial work integrated learning placement that is also focused on a career outcome on completion of the unit.

• Learning Outcomes On successful completion of this unit, students will be able to:
  - Identify work skills they are motivated to use, and establish their top eight personal career values;
  - Describe their personality verbally and in writing;
  - Analyse their personality to make a recommendation for their first career, and design a career action plan to achieve their career goals;
  - Present a refined personal, focused, skill-based, achievement orientated resume;
  - Use a range of career strategies and job-hunting skills to find and establish a five-week or equivalent 175-hour work integrated learning placement;
  - Negotiate and establish a work contract with a host organisation;
  - Establish competencies, achievements and networks by completing a 175-hour placement in the sport and recreation industry;
  - Write a comprehensive business report based on the 175-hour placement.

Required Reading Montrasse H, Lebowitz, Z & Shinkman, C 1999, Real people-real jobs, Davies Black, Los Angeles, California.

Recommended Reading Knowdell RL 1996, Career values card sort, The Centre for Worklife Counselling, Australia. Knowdell RL 2002, Motivated skills card sort, Career Research and Testing, US.

AHS4031 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 students the opportunity to conceptualise, design, implement and evaluate a specific research project related to sport administration. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline’s body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher. More specifically the student should be able to: identify/construct a research problem or issue; review the relevant literature; determine appropriate methods (including ethics) to study the problem; collect and analyse data, using suitable quantitative, qualitative or other appropriate methods and techniques; report the results, discuss the results in the context of the review of literature, draw conclusions, evaluate the process undertaken and make recommendations for future research and for practice; and present the whole process clearly and accurately in a formal thesis normally between 10,000 and 20,000 words.

• Learning Outcomes On successful completion of this unit, students will be able to:
  - Conduct a research project;
  - Present a formal written thesis;
  - Demonstrate an understanding of the depth and breadth of knowledge and skills associated with a particular research area;
  - Demonstrate the academic rigour to design, carry out and evaluate a sports administration related research project.

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AH5432 HONOURS THESIS (PART-TIME)
Campus Sunbury.
Prerequisite(s) Nil.
Content The Honours Thesis is designed to be an educational experience that
students should be able to: identify and 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 25,000 word thesis.
Assessment Self-assessment (using a carefully designed template which involves short answers and box ticking) (300 words) 20%; Students are taken through a rigorous self-assessment process to maximise their class participation and learning outcomes; Take home exams (weeks 6 and 11) (800 words) 35%; Practical sports media project (WIL) (2000 words) 45%. In this project students produce media reports and products that are directly applicable to the sports industry.
Recommended Reading Nil.

AH57055 CONTEMPORARY ISSUES IN SPORT ADMINISTRATION
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study will cover specific themes and issues that will improve
students' understanding of topics in the context in which sport operates, and allows an in-depth examination of a sport activity or policy initiative. Topics will be rotated to take account of a crisis or incident, and special developments. Topics will include: the culture and practice of cricket; the business and culture of horse racing; and the economics of professional sport leagues.
Assessment Learning Outcomes On successful completion of this unit, students will be able to: Explain the organisation and operation of contemporary sport; Identify the key cultural and commercial forces operating in contemporary sport; Diagnose the operation and performance of a sport organisation, event or league; Understand how the stucture and organisation of sport impacts upon its operation; Understand how the culture of a sport impacts upon its operation.
Class Contact Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour; Field work: 10 hours.
Assessment Mid-semester quiz on the cultural and commercial features of contemporary sport (200 words) 20%; Individual report that diagnoses the operation of a sport activity or policy initiative (800 words) 30%; Case study of a major sport incident or problem that requires observations and interviews in a sports organisation setting (2000 words) 50%.
Placement This unit will require students to spend time in a sports organisation
operating its observations. This constitutes significant Work Integrated Learning since
students will be required to work closely with the organisation and deliver senior
management a copy of their major assignment.

AH57056 PLAYER MANAGEMENT IN SPORT
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study develops students' understanding of the fundamentals of effective player management, and how it impacts on player development and welfare.
This will be done through a study of the relationship between players, coaches and officials, and the strategies that management use to control the behaviour and conditions of players.

- **Learning Outcomes**
  - On successful completion of this unit, students will be able to: Explain the ways in which commercialisation impacts on the roles and responsibilities of players in sports organisations;
  - Identify the key legal parameters that provide the basic working conditions for players;
  - Identify the basic rights of players in sports organisations;
  - Identify the obligations that players have to sports organisations and the broader public;
  - List the fundamental provisions of a standard player employment contract;
  - Explain what a collective bargaining agreement is, how it might be negotiated, and the influence of player unions and associations on the process;
  - Explain what player welfare involves, and how player welfare programs are managed;
  - Understand the role of player agents and their relationship with sports organisations.

**Required Reading**


**Class Contact**

- Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour; Field work: 10 hours.
- **Assessment**
  - Mid-semester quiz on rights and responsibilities of players in professional sports (200 words) 20%;
  - Individual report that analyses a collective bargaining agreement (300 words) 30%;
  - Case study of the player welfare program of a sports organisation that requires observations and interviews in a sports organisation setting (2500 words) 50%.

Placement

This unit will require students to spend time in a sports organisation observing their player welfare practices. This will involve formal contact with relevant staff and players. A final report on welfare practices, together with recommendations for further development will be submitted to the organisation as well as the unit lecturer. This constitutes significant Work Integrated Learning since students will be required to work closely with the organisation and deliver senior management a copy of their major assignment.

**AH57058 SPORT INDUSTRY DEVELOPMENT PROGRAM**

**Campus**

Footscray Park

**Prerequisite(s)**

- BM03220 Human Resource Management.

**Content**

This unit of study will provide students with the opportunity to participate in a group-based, structured and self-contained, work-integrated learning program. Students will undertake a work-related activity that focuses on a significant sport industry project, issue or problem. Students will be expected to work with various stakeholders, and use their strategic management, problem-solving, team building and interpersonal skills to complete the project.

- **Learning Outcomes**
  - On successful completion of this unit, students will be able to: Work effectively in teams on sport industry-based projects and problems;
  - Communicate effectively with all stakeholders of the industry project;
  - Develop project management and problem-solving competencies as these relate to the sports industry;
  - Produce a detailed report that examines the process and outcomes of the project and reflects upon the personal learning and developmental experiences of the students involved;
  - Produce professional quality products, research reports and outcomes for the industry partner of this project.

**Required Reading**


**Recommended Reading**

- Nil.

**Class Contact**

- After an initial lecture-based start-up period in which the project is outlined, teams are established and project management goals, objectives, tasks and timelines are set, the student teams work on the project as required. Regular workshop meetings are a minimum basis for these projects to be completed.

**Assessment**

- Online journal to be submitted fortnightly 25%;
- Online discussion and responses to questions from lecturer/unit leader 25%;
- Report/project evaluation (3000 words) 50%.

Placement

This unit will provide students with the opportunity to participate in a group-based, structured and self-contained work integrated learning (WIL) program.

**AH3100 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 their role in strength, power, flexibility and endurance; testing protocols for the tennis player; current training methodologies for tennis; environmental issues and thermoregulation in tennis players.

**Required Reading**


**Recommended Reading**

- Specific readings will also be given for each lecture topic.

**Class Contact**

- Three hours per week for one semester comprising one one-hour lecture and one two-hour laboratory.

**Assessment**

- There are three components to the assessment: Practical reports 30%; End-of-semester exam 55%; Problem-based assignment 15%. A cumulative mark of 50% is required to pass the unit. Practical: students must attend at least 85% of all practicals to pass this unit. Attendance of less than 85% will result in failure of the unit. Submissions of three laboratory written reports are required. These reports will be assessed and will comprise 30% of the unit mark. Exam: the final exam, worth 55% of the total mark, will be undertaken during the end-of-semester examination period. The final examination will be two hours in duration comprising both multiple choice and short answer questions and will cover all aspects of the unit, including lecture and laboratory material. Problem-based assignment: the problem-based hypothetical assignment, worth 15%, will be distributed in Week 7 to apply concepts learnt in lectures and laboratories during the previous weeks.
AHT3101 APPLIED PSYCHOLOGY OF TENNIS
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.
Class Contact: Three hours per week for one semester comprising one one-hour lecture and one two-hour laboratory.
Assessment: Written paper (2000 words) 15%; Project presentation (to written paper) 25%; Mid and final examinations (2 hours each) 60%.

AHT3102 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; and technique in tennis.
• Learning Outcomes: On successful completion of this unit, students will be able to: Understand the internal and external forces acting on the body; Understand the biomechanics of joint motion; Understand the implications of joint structure and function to ‘good’ technique.
Class Contact: Two hours per week for one semester comprising one one-hour lecture and one one-hour tutorial.
Assessment: Short-answer tests (2 X 12.5%) 25%; Mid-semester test/examination (1 hour) 25%; End-of-semester test/examination (1 hour) 50%.

AHT3103 PERFORMANCE STUDIES (TENNIS)
Campus: Footscray Park
Prerequisite(s): Tennis Practicum (Diploma Sport and Recreation [Tennis]).
Content: The content of this unit of study will cover observation and supervised assistance of established coaches working with junior players, advanced tennis skills and tactics for the junior player.
• Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate skills and playability of International Tennis Number (ITN) 5; Demonstrate the process of coaching at junior and novice levels; Show confidence and proficiency as assistant coaches in a junior development environment.
Required Reading: Nil.
Recommended Reading: Nil.
Class Contact: Six hours per week for one semester comprising three two-hour sessions per week.
Assessment: Completion of International Tennis Number (ITN) competency assessment at the beginning and end of semester, and a report detailing areas of personal improvement required and achieved 25%; Log book of coaching received from Kooyong International Tennis Club (KITC) coach 25%; Report of general observation of KITC coach during on-court sessions 50%.

AHT3200 TENNIS BIOMECHANICS
Campus: Footscray Park
Prerequisite(s): Foundations Of Sports Science, AHT3102 Kinesiology of Tennis.
Content: The content of this unit of study will cover: biomechanics of on-court movement; analysis of advanced stroke production; loading and stroke production; biomechanical performance models in tennis; development of racket head speed; linear and angular momentum in stroke production; and muscle activity in stroke production.
• Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate a detailed biomechanical analysis of tennis techniques; Apply biomechanical principles to problems related to tennis skills (hitting) and tennis performance (movement).
Class Contact: Three hours per week for one semester comprising two one-hour lectures and one one-hour laboratory.
Assessment: Mid-semester exam (1 hour) 20%; Final exam (2 hours) 50%; Video analysis and report of student’s tennis stroke(s) (500 words) 30%.

AHT3201 MOTOR LEARNING AND SKILL DEVELOPMENT
Campus: Footscray Park
Prerequisite(s): Nil.
Content: The content of this unit of study will cover: classifications of motor skills; proprioception and vision in tennis; attention cues in tennis; stages of motor learning; transfer of learning; demonstration and instruction of learning; feedback; practice-variability; amount and mental.
• Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate motor learning and control theories and generalisations and how information is used to teach, coach, learn, perform and study tennis skills; Demonstrate the methods frequently used to study movement skill acquisition and performance. Students should realise that these methods underline the knowledge and assumptions scientists have about movement skill acquisition and performance; Demonstrate how characteristics of the task, instruction/practice, the learner and the environment affect tennis skill instruction, learning, acquisition and performance.
Recommended Reading: Specific readings will be given for each lecture topic.
Class Contact: Two hours per week for one semester comprising lectures, laboratories and tutorials.
Assessment: Laboratory reports 20%; Presentation on a motor learning topic of choice, 30%; End-of-semester examination (2 hours) 50%.

AHT3202 TECHNOLOGY AND TENNIS
Campus: Footscray Park
Prerequisite(s): Nil.
Content: The content of this unit of study will cover: history of technology changes in tennis; racket technology; string technology; footwear and clothing; tennis balls for different surfaces; computer video analysis for coaching; technology and the ITF.
• Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate how technology has influenced the development and subsequent performance of tennis players; Demonstrate knowledge of new advances in technology and apply this knowledge to teaching tennis; Appropriately use technology in tennis stroke analysis.
Required Reading: To be advised by lecturer.
Recommended Reading: Brody, H, Cross, R & Lindsey, C 2002, The physics and technology of tennis, Racquet Tech Publishing, Solana Beach, California. Proceedings from the first and/or second ITF international congress on tennis science and technology, International Tennis Federation, London. Specific readings will also be given for specific topics and will be in Closed Reserve.
Class Contact: Two hours per week for one semester comprising lectures and/or workshop. This unit may also include field trips to tennis clubs and tennis retail outlets to see first hand the developments discussed in class (eg. court surfaces, stringing machines).
Assessment: Report documenting a piece of technology and how it has contributed to the development of tennis (1500 words) 20%; Mid-semester and final written examinations (2 X 40%) each 80%.
AHT3203 PERFORMANCE STUDIES (TENNIS) II

Campus: Footscray Park
Prerequisite(s): AHT3103 Performance Studies (Tennis).

Content: The content of this unit of study will cover: examining in detail the historical, political, cultural, philosophical and economic understandings of the globalisation of the modern Olympic Games. It does this by completing a two-hour lecture and one one-hour tutorial.

Assessment: 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 has been working with) examining in detail the improvements in technique and playing ability.

Recommended Reading: To be advised by lecturer.

AHT3300 INJURY PREVENTION FOR TENNIS (SPORTS MEDICINE)

Campus: Footscray Park
Prerequisite(s): First Aid (SRXFAD001A/002A).

Content: The content of this unit of study will cover: epidemicology of tennis injuries; injury risks in tennis strokes; musculo-skeletal examinations for tennis athletes; protective devices and equipment; taping and bracing techniques; sports first aid for the tennis player; the travelling player; roles of the medical profession in tennis; medical issues for specific populations, (e.g. females, children, veterans etc.).

Learning Outcomes: On successful completion of this unit, students will be able to: demonstrate competence in tennis coaching to groups of tennis players of varying abilities;

Required Reading: Nil.

AHT3301 EXERCISE PRESCRIPTION AND TRAINING FOR TENNIS

Campus: Footscray Park
Prerequisite(s): Individualised training programs (SRSCOA003A); Strength and Conditioning (SRSCAC001A).

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 for different populations (e.g. veterans, females, children); tennis exercise programs (e.g. tennis workout); exercise risks;

Learning Outcomes: On successful completion of this unit, students will be able to: understand the philosophy, principles and theory for program design and exercise prescription specifically for tennis players;


AHT3302 COMMUNICATION AND TEACHING TECHNIQUES

Campus: Footscray Park
Prerequisite(s): Leadership (BSXFMIN02A); OHS (SRXOH5003A).

Content: The content of this unit of study will cover teaching methodologies in tennis and how to prepare for presentations to stakeholders (parents, State/National associations etc.)


Recommended Reading: Recommended Reading: Specific readings will be given for each lecture topic.

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

Assessment: Systematic observation study of own-coaching behaviour 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 (3 X 10%) 30%.

AHT3303 PERFORMANCE STUDIES (TENNIS) III

Campus: Footscray Park
Prerequisite Performance Studies (Tennis) II (AHT3203).

Content: The content of this unit of study will cover the coaching (under supervision) of junior and adult players and playing against high performance junior players.

Required Reading: Nil.

AHX010 OLYMPIC STUDIES

Campus: Footscray Park
Prerequisite(s): History of Sport and Physical Education; AHS1111 Sport History and Culture; or equivalent.

Content: This unit of study aims to provide students with knowledge and critical understanding of the globalisation of the modern Olympic Games. It does this by examining in detail the historical, political, cultural, philosophical and economic literature pertaining to the Olympic movement. The unit aims to give students an awareness of the relationships between the Olympic Games and sport, culture and tourism, especially as they relate to Australia in a global context.

Learning Outcomes: On successful completion of this unit, students will be able to:...
to: Demonstrate their knowledge of the Olympic movement in terms of its history, structure, functions, controversies and other relevant issues;
• Demonstrate their technical skills in various information technology areas, including the use of Web CT, Powerpoint, website-based research, etc.

Required Reading

Class Contact
Three hours per week for one semester comprising lecture and seminar.

Assessment
Written assignments and presentations 60%; Final examination 40%.

AHX0015 SPORT AND CULTURE RESEARCH SEMINAR
Campus Footscray Park
Prerequisite(s) First and second year social sciences and humanities units 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 elected current research issues and topics in sport from multidisciplinary social sciences and humanities perspectives. The unit will be run partly in conjunction with departmental sport and culture-related seminars attended by fourth year honours students, graduate research students and lecturing staff currently researching in the social sciences and humanities areas.

• Learning Outcomes On successful completion of this unit, students will be able to:
  - Critically research, interpret, and then verbally discuss contemporary aspects of sport and culture from a multidisciplinary perspective;
  - Bring historical, philosophical and sociological knowledge to bear upon written understandings of current issues associated with sport and culture;
  - Display in written and verbal form, an advanced appreciation of different theoretical and methodological approaches to the study of sport and culture.

Required Reading To be advised by lecturer.

Class Contact Two hours per week for one semester comprising one two-hour seminar.

Assessment Papers, debates, presentations, projects 100%.

AHX05017 CARDIORESPIRATORY AND METABOLIC PHYSIOLOGY FOR REHABILITATION
Campus Footscray Park
Prerequisite(s) Nil.

Content
This unit of study will include: cardiac patho-physiology and rehabilitation: ischemic, myocardial, pericardial and valvular disease, heart failure, hypertension, electrocardiography; stroke (cerebro-vascular accident): cardio-respiratory deficits; pulmonary diseases: asthma, chronic bronchitis and emphysema, pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, acute respiratory tract infections; metabolic/neuro-hormonal conditions: obesity, diabetes, chronic fatigue syndrome, anemia; inflammation, infection control (including wound management) and haemostasis

• Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate knowledge of: cardiac pathophysiology and rehabilitation: ischemic, myocardial, pericardial and valvular disease, heart failure, hypertension, electrocardiography;
  - Demonstrate knowledge of: stroke (cerebro-vascular accident), cardiorespiratory deficits, pulmonary diseases, asthma, chronic bronchitis and emphysema, pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, acute respiratory tract infections; metabolic/neuro-hormonal conditions: obesity, diabetes, chronic fatigue syndrome, anemia; inflammation, infection control (including wound management) and haemostasis.

Required Reading

Class Contact Two hours of lectures per week for one semester.

Assessment Attendance and participation 10%; Mid-semester exam 30%; End-of-semester exam 60%.

AHX05018 EXERCISE PRESCRIPTION FOR MUSCULO-SKELETAL AND NEUROLOGICAL CONDITIONS
Campus Footscray Park
Prerequisite(s) Musculo-Skeletal and Neurological Physiology for Rehabilitation or equivalent.

Content
Exercise prescription for the following conditions: soft tissue, bone and joint injuries; extensive content on low back pain: spinal surgeries including laminectomies, fusions, discotomies and pain management; arthritis: osteo, rheumatoid, gout, ankylosing spondylitis; osteoporosis; stroke and acquired head injury; spinal cord injury; multiple sclerosis; Parkinson’s disease; muscular dystrophy; knee and shoulder reconstructions; knee and hip replacements; and dementia. 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.

• Learning Outcomes On successful completion of this unit, students will be able to:
  - Take clinical histories and conduct physical examinations of clients with musculoskeletal and/or neurological conditions;
  - Identify exercise goals and barriers to exercise among clients with musculoskeletal and/or neurological conditions;
  - Identify risks associated with exercise, and contraindications to exercise, among clients with musculoskeletal and/or neurological conditions;
  - Discuss and explain a broad range of evidence-based exercise interventions useful among clients with musculoskeletal and/or neurological conditions;
  - Safely apply a broad range of evidence-based exercise interventions useful among clients with musculoskeletal and/or neurological conditions.

Required Reading

Recommended Reading

Class Contact Two hours of lectures per week for one semester.

Assessment Attendance and participation 10%; Mid-semester exam 30%; End-of-semester exam 60%.

Class Contact: Four hours per week for one semester.

Assessment: Attendance and participation 10%; Practical test 20%; Written assignment 30%; Oral presentation 40%.

AHX5029 EXERCISE PRESCRIPTION FOR WORK
Campus: Footscray Park.
Prerequisite(s): 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. Gait-exercise and hydrotherapy and other modes of exercise conditioning will be included. Students will develop expertise in the design and implementation of programs that increase physical power and capacity, and productivity, with the goal of training workers to remain at, or return to, suitable employment. The unit will provide students with advanced skill training in the assessment of injured or disabled workers to identify and specifically measure the limitations and deficits of clients against the type of work the client will be/is required to perform in the workplace. Students will also develop their skills in the education of the injured worker to maintain sound physical and physiological habits to avoid further injury. This will include: the ability to conduct individual and group training programs in manual handling techniques; lumbar stabilisation programs; back care education as well as work break exercise programs; injury prevention strategies; pain management and modification of exercise equipment for people with disabilities.

• Learning Outcomes: On successful completion of this unit, students will be able to: Practise exercise physiology in the workplace with the emphasis on interactions between an individual worker’s physical capacities, the physiological demands of the job and local environmental stressors, all of which students will learn to measure, analyse, report and communicate.


Class Contact: Two hours per week for one semester.

Assessment: Oral presentation (comprising 20% each for the oral presentation and the accompanying written case study) 50%; Log book 50%.

AHX5031 PHYSIOLOGICAL TESTING FOR REHABILITATION
Campus: Footscray Park.
Prerequisite(s): Nil.
Corequisite(s): Physiology for Rehabilitation or equivalent.
Content: This unit of study aims to provide students with knowledge and skill in the application of physiological techniques and protocols used to assess human movement and exercise performance with an emphasis on people recovering from injury or illness or people with permanent disabilities. The unit revisits those techniques that students have previously used in the assessment of exercise performance in able-bodied people (including athletes) and then progresses to modifications of those techniques for use in exercise rehabilitation. The former include the measurements of skin-fold thicknesses, VO2 max, anaerobic threshold, acid-base responses to acute exercise, normal exercise electrocardiography and lung function while the latter includes VO2 peak, pathological electrocardiography, cardiovascular responses to exercise, blood lipids, interpretation of pulmonary function and dysfunction in exercise and the assessment of balance.

• Learning Outcomes: On successful completion of this unit, students will be able to: Apply physiological techniques and protocols to assess human movement and exercise performance with an emphasis on people recovering from, or living with, injury or illness.


Class Contact: Two hours per week for one semester.

Assessment: Attendance and participation 10%; Laboratory reports 60%; Practical examination 30%.

AHX5033 BIOMECHANICS THEORY AND PRACTICE FOR REHABILITATION
Campus: Footscray Park.
Prerequisite(s): Nil.
Content: The theoretical component of this unit of study will provide students with general knowledge of the biomechanical properties of biological materials and examine the biomechanical aspects of selected joints and the mechanics of movement applied to normal and pathological states. The practical part of the unit of study will provide students with knowledge of the biomechanical techniques used to assess human movement with an emphasis on injured or disabled individuals, and practical skills that will enable students to assess muscular function. This will include the following topics: measurement and analysis of human gait; video analysis of human motion; anthropometry; foot pressure sensors and force platform analysis; recording and interpretation of electromyography (EMG) signals; and isokinetic dynamometry.

• Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate general knowledge of the biomechanical properties of biological materials, biomechanical aspects of selected joints, and the mechanics of movement as they apply to normal and pathological states;

• Demonstrate knowledge of the biomechanical techniques used to assess human movement with an emphasis on injured or disabled individuals;

• Demonstrate practical skills necessary to assess muscular function.


Class Contact: One one-hour lecture plus one two-hour laboratory session per week for one semester.

Assessment: Mid-semester exam 20%; Final examination 30%; Laboratory reports (2 @ 1000 words each) 30%; Assignment (1500 words) 20%.

AHX5034 EXERCISE PHYSIOLOGY IN THE WORKPLACE
Campus: Footscray Park.
Prerequisite(s): Nil.
Content: Students will practise the measurement, interpretation and communication of physiological data of workers and how these inter-relate to workers’ exposure to environmental and occupational stressors. Measurements will include: functional capacity evaluations (FCE); functional job analyses (FJA); and descriptions (FID) and the subsequent matching of workers’ FCEs to the physical demands of their job, as identified by the FJAs and FIDs. Students will simulate the application of these in the areas of ‘work conditioning’ (for the job) and matching workers to jobs that can manage in terms of physical capacity and skill (pre- or early-employment screening).

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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.

**Required Reading**
- Skinner, JS 2003, Exercise testing and exercise prescription for special cases, 3rd edn, Lippincott Williams and Wilkins, Philadelphia.

**Class Contact**
Two hours per week comprising a blend of lectures, group and laboratory work, supplemented by online teaching and mentoring (WebCT).

**Assessment**
- Case-based assessment 100% comprising two written case study reports submitted during the semester (800-1000 words each, 2 x 25% each) and an end of semester final written examination comprising two case studies (500-1000 words each, 50%).

**AHX5040 CASE MANAGEMENT FOR CLINICAL EXERCISE 1**

**Course Information**
- **Campus**: Footscray Park
- **Prerequisite(s)**: AHX2022 Clinical Exercise Studies 1 or equivalent.
- **Content**: This unit enables students to continue to develop knowledge and skills related to the professional roles of clinical exercise physiologists. Students will explore professional requirements for case management in occupational rehabilitation, industry, and insurance sectors. Students will learn to plan and document clinical exercise service delivery to apparently healthy individuals, notably people seeking rehabilitation. Using a case-based learning model, particular attention will be given to the role, importance, and difficulties posed by occupational injuries seeking rehabilitation. Using a case-based learning model, particular attention will be given to the role, importance, and difficulties posed by occupational injuries seeking rehabilitation.

**Learning Outcomes**
- Demonstrate knowledge of the scope of professional roles available in the clinical exercise practitioner role and how these intersect with the roles of other health professionals in the provision of services to people seeking functional conditioning to meet the physical demands of work, and also people with occupational injuries seeking rehabilitation.
- Demonstrate knowledge of Australian health systems in the occupational, private industry and insurance sectors, including requirements for record keeping, billing procedures, referral and communication pathways and protocols between clinical exercise practitioners and other allied health professionals and medical practitioners.
- Design/select assessment methods and protocols, including history taking of clinical, lifestyle and environmental factors, risk factor stratification and risk/benefit analyses, assessments of functional, physical activity and exercise capacities, monitoring of signs and symptoms before, during and following exercise and capacity to take timely and appropriate action, identification of indicated and contraindicated exercises from all of the above factors.
- Demonstrate the knowledge and methods of effecting behavioural change to promote better health through exercise participation, with an emphasis on the graduated transfer from dependence on the clinical exercise practitioner to self-management strategies.
- Demonstrate the technical, ethical, management and legal challenges and issues associated with providing a competent service in clinical exercise in the occupational rehabilitation, industry, and insurance sectors.
- Demonstrate the use of evidence bases, particularly published research and practice models, in the design provision, and evaluation of clinical exercise services.

**Required Reading**
- Carny, FJ & Burton, HW 2001, Exercise physiology for health care professionals, Human Kinetics, Champaign, IL.
- Dwyer, GB & Davis, SE 2005, ACSM's health-related physical fitness assessment manual, Lippincott, Williams & Wilkins, Philadelphia, PA.
- Hoffman, J 2006, Norms for fitness, performance and health Human Kinetics, Champaign, IL.
- ACSM 2006, Guidelines for exercise testing and prescription, 7th edn, Lippincott, Williams & Wilkins, Philadelphia, PA.
- Skinner, JS 2005, Exercise testing and exercise prescription for special cases: theoretical basis and applications, 3rd edn, Lippincott, Williams & Wilkins, London.

**Class Contact**
One hour case-based tutorial plus one hour practical session per week for one semester.

**Assessment**
- Case-based assessment 100% comprising two written case study reports submitted during the semester (800-1000 words each, 2 x 25% each) and an end of semester final written examination comprising two case studies (500-1000 words each, 50%).

**AHX5041 FUNCTIONAL ANATOMY**

**Campus**: Footscray Park

**Prerequisite(s)**: Nil.

**Content**
- This unit of study content will include: the physical properties of bone and cartilaginous tissues, arthrology, muscular system, an overview of the nervous system; functional anatomy of the joints: shoulder complex, forearm, wrist and hand complex, hip joint complex, knee complex, ankle/foot complex; vertebral column, posture, locomotion, anatomy and performance.
- Learning Outcomes
  - On successful completion of this unit, students will be able to:
    - Know the physical properties of bone and cartilaginous tissues, arthrology, muscular system, and an overview of the nervous system;
    - Understand the functional anatomy of the joints: shoulder complex, forearm, wrist and hand complex, hip joint complex, knee complex, and ankle/foot complex;
    - Demonstrate knowledge of the vertebral column, posture, locomotion, anatomy and performance.

**Required Reading**
- Carny, FJ & Burton, HW 2001, Exercise physiology for health care professionals, Human Kinetics, Champaign, IL.
- Dwyer, GB & Davis, SE 2005, ACSM's health-related physical fitness assessment manual, Lippincott, Williams & Wilkins, Philadelphia, PA.
- Hoffman, J 2006, Norms for fitness, performance and health Human Kinetics, Champaign, IL.
- ACSM 2006, Guidelines for exercise testing and prescription, 7th edn, Lippincott, Williams & Wilkins, Philadelphia, PA.
- Skinner, JS 2005, Exercise testing and exercise prescription for special cases: theoretical basis and applications, 3rd edn, Lippincott, Williams & Wilkins, London.

**Class Contact**
Two hours of lectures and two hours of practical per week for one semester.

**Assessment**
- Final examination 60%; Ongoing assessment 10%; Flag-race (practical) exam 30%.

**AHX5042 MUSCULO-SKELETAL PHYSIOLOGY FOR REHABILITATION**

**Campus**: Footscray Park

**Prerequisite(s)**: Nil.

**Content**
- This unit of study content will include: mechanisms of injury and repair in skeletal muscle and other soft tissues, bones and joints; chronic pain management; low back pain: spinal surgeries including laminectomies, fusions, discectomies and pain management; arthritis: osteo, rheumatoid, gout, anklyosing spondylitis; osteoporosis; stroke (cerebro-vascular accident): musculo-skeletal deficits; knee and shoulder reconstructions; knee and hip replacements; detrimental effects of long term inactivity and bed rest.
- Learning Outcomes
  - On successful completion of this unit, students will be able to:
    - Recognise signs and symptoms in relation to the musculo-skeletal conditions covered in the unit;
    - Understand the natural histories of musculo-skeletal diseases;
    - Demonstrate basic knowledge and modes of self-learning for the medical, surgical and physical therapies that are effective for people with the conditions;
• Understand the role of exercise in the management of these diseases;
• Gather knowledge of the indications and contraindications of exercise.

**Recommended Reading**


**AHX5043 QUANTITATIVE AND QUALITATIVE RESEARCH DESIGN AND METHODS FOR PRACTITIONERS**

**Campus** Footscray Park.

**Prerequisite:** Nil.

**Content** This unit of study will include: sampling and analytic methods for quantitative and qualitative research; questionnaire design and evaluation; determination of validity and reliability of research designs; development of ethics applications; evaluation of research designs of published papers.

• Learning Outcomes On successful completion of this unit, students will be able to:
  - Design, conduct and evaluate the following categories of research, using both quantitative and qualitative methods: single case reports or case studies, population-wide surveys, observational outcome studies, randomised trials.
  - Statistically analyse the results of a sample using both quantitative and qualitative methods: single case reports or case studies, population-wide surveys, observational outcome studies, randomised trials.

**Required Reading**


**AHX5045 CASE MANAGEMENT FOR CLINICAL EXERCISE 2**

**Campus** Footscray Park.

**Prerequisite(s):** AHX2003 Clinical Exercise Studies 2 or equivalent.

**Content** This unit enables students to continue to develop knowledge and skills related to the professional roles of clinical exercise physiologists. Students will explore professional requirements for case management in hospital, private practice, and community health sectors. Students will learn to plan and document clinical exercise service delivery to people living with, or at risk of, chronic and complex health conditions. Using a case-based learning model, particular attention will be given to the role, importance, and difficulties posed by various health systems (eg: primary versus tertiary hospital) and co-morbid disease (eg: depression, cancer).

• Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate knowledge of the scope of professional roles available to clinical exercise practitioners, and how these intersect with the roles of other health professionals in the provision of services to people with chronic and complex health conditions;
  - Demonstrate knowledge of Australian health systems in the occupational, private industry and insurance sectors, including requirements for record keeping, billing procedures, referral and communication pathways and protocols between clinical exercise practitioners and other allied health professionals and medical practitioners;
  - Design/select assessment methods and protocols, including history taking of clinical, lifestyle and environmental factors, risk factor stratification and risk/benefit analyses, assessments of functional, physical activity and exercise capacities, monitoring of signs and symptoms before, during and following exercise and capacity to take timely and appropriate action, identification of indicated and contraindicated exercises from all of the above factors;
  - Demonstrate the knowledge and methods of effecting behaviour change to promote better health through exercise participation, with an emphasis on the graduated transfer from dependence on the clinical exercise practitioner to self-management strategies;
  - Identify the technical, ethical, management and legal challenges and issues with providing a competent service in clinical exercise in the occupational rehabilitation, industry, and insurance sectors. 6. The use of evidence bases, particularly published research and practice models, in the design provision, and evaluation of clinical exercise services.

**Required Reading**


Class Contact One hour case-based tutorial plus one hour practical session per week for one semester.

Assessment Case-based assessment 100% comprising two written case study reports submitted during the semester (800-1000 words each, 2 x 25% each) and an end of semester final written examination comprising two case studies (500-1000 words each, 50%).

AHX5046 EXERCISE ASSESSMENTS FOR MUSCULOSKELETAL AND NEUROLOGICAL CONDITIONS

Campus Footscray Park
Prerequisite(s) AHE2104 Exercise Physiology, RBM2912 Pathophysiology 2, AHE1101 Structural Kinesiology, AHE2202 Functional Kinesiology, or equivalent studies.

Content This unit examines the various effects of surgical, medical, pharmaceutical and allied health interventions for people with musculoskeletal and/or neurological conditions on acute and chronic exercise capacity. Students will gain an understanding of exercise training regimes and exercise tests that are contraindicated for each of these conditions. Students will learn to conduct standardised physical examinations of the neuromusculoskeletal system, and develop the knowledge and ability to recognise, adverse signs and symptoms that may arise during physical examination, exercise or recovery for people with musculoskeletal and/or neurological conditions. In particular, students will develop skills in history taking, physical examinations, and assessments of exercise capacities of people with (at least) but not necessarily limited to the following conditions: soft tissue, bone and joint injuries; low back pain; arthritis, including osteoarthritis, rheumatoid arthritis, gout, anklyosing spondylitis; osteoporosis; stroke and acquired head injury; spinal cord injury; multiple sclerosis; Parkinson’s disease; muscular dystrophy; knee and shoulder reconstructions; knee and hip replacements.

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

- By the end of this unit of study, students will be able to:
  - Select appropriate protocols, including ethics and cultural sensitivity, for the physical examination, assessment of exercise, and assessment of functional capacities for people with musculoskeletal and/or neurological conditions;
  - Take clinical histories and conduct physical examinations of clients with musculoskeletal and/or neurological conditions;
  - Identify risks associated with physical examination, exercise, and contraindications to exercise, among clients with musculoskeletal and/or neurological conditions; of particular importance is the ability to recognise and take appropriate and timely actions with regard to acute musculoskeletal pain/injuries and medical emergencies;
  - Use information on the effects of common surgical, medical and allied health treatments on the expected acute and chronic exercise responses;
  - Determine safe (client-centred) exercise limits and effective exercise ranges for exercise and physical activity for people with musculoskeletal and/or neurological conditions.


Class Contact On hour tutorial plus one hour practical session per week for one semester.

Assessment Case study (1000 words) 20%; Written examination (2000 words) 40%; Practical examination 40%.

AHX5047 CLINICAL EXERCISE PRACTICE 2

Campus Footscray Park
Prerequisite(s) AHE2001 Clinical Exercise Practice 1 or equivalent.

Content This unit will introduce students to the professional roles of clinical exercise physiologists and to offer perspectives on the roles of other team members in rehabilitation processes. Students will have opportunities to observe clinical exercise professionals in the design, implementation and evaluation of exercise and physical activity programs, and to learn about equipment, facilities and program planning that are used in exercise delivery for clinical populations. Students will have opportunities to practise exercise science in the service of apparently healthy individuals or those with one or more of cardiopulmonary, metabolic, musculoskeletal, neurological, neuromuscular or other conditions such as cancer, depression, chronic fatigue syndrome etc. Students will be supervised in the workplace by an approved supervisor, with additional mentoring by university staff. Under supervision, students will practice with actual clients and document their learning experiences under one of the following categories (where the client fits more than one category, the experiences will be recorded in the category for which the client fits best): 1. apparently healthy 2. cardiopulmonary and/or metabolic conditions 3. musculoskeletal, neurological, and/or neuromuscular conditions.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate knowledge and practical understanding of the scope of professional roles available to clinical exercise practitioners, and how these intersect with the roles of other health professionals in the provision of services to people living with, or at risk of, chronic diseases, injuries or disabilities; Design/select assessment methods and protocols, including history taking of clinical, lifestyle and environmental factors, risk factor stratification and risk/benefit analyses, assessments of functional, physical activity and exercise capacities, monitoring of signs and symptoms before, during and following exercise and capacity to take timely and appropriate action, identification of indicated and contraindicated exercises from all of the above factors; Demonstrate knowledge of the technical challenges with providing a competent service in clinical exercise. This includes being able to collect and interpret data with high degrees of accuracy, reliability and validity, and to discriminate between clinical and functional (eg exercise capacity) outcomes; Demonstrate the use of evidence bases, particularly published research and practice models, in the design and provision of clinical exercise services; Design, lead and evaluate exercise and physical activity interventions in accordance with clients, including the knowledge and methods of effecting behavioural change to promote better health through exercise participation, with an emphasis on the graduated transfer from dependence on the clinical exercise practitioner to self-management. This includes listening to, identification of different stages of change in order to match an intervention with the individual’s stage of change (eg. transtheoretical model) and talking with clients to overcome barriers, set goals, and improve their knowledge of their medical conditions, treatments and prevention strategies; Demonstrate knowledge of the core issues concerning the ethical provision, business management, and legal responsibility issues regarding clinical exercise services.


Class Contact Occasional classes; 140 hour industry placement.

Assessment Placement CV (500 words) 15%; Placement log book (500 words) 10%; Case reports (500 words) 15%; Placement report (1500 words) 60%; Placement Learning through supervised and mentored practice in actual and simulated workplaces, including placements with external providers of clinical exercise services (teaching hospitals and large employers), the Victoria University Aquatic and Fitness Centre and the Victoria University Exercise Rehabilitation (VUER) Clinic.

AHX5048 CLINICAL EXERCISE PRACTICE 3

Campus Footscray Park

Prerequisite(s) AHX5048 Clinical Exercise Practice 1 or equivalent

Content This unit broadens the scope of the professional roles of clinical exercise physiologists and to offer perspectives on the roles of other team members in rehabilitation processes. Students will have opportunities to observe clinical exercise professionals in the design, implementation and evaluation of exercise and physical activity programs, and to learn about equipment, facilities and program planning that are used in exercise delivery for clinical populations. Students will have opportunities to practise exercise science in the service of apparently healthy individuals or those with one or more of cardiopulmonary, metabolic, musculoskeletal, neurological, neuromuscular or other conditions such as cancer, depression, chronic fatigue syndrome etc. Students will be supervised in the workplace by an approved supervisor, with additional mentoring by university staff. Under supervision, students will practise with actual clients and document their learning experiences under one of the following categories (where the client fits more than one category, the experiences will be recorded in the category for which the client fits best): 1. apparently healthy; 2. cardiopulmonary and/or metabolic conditions; 3. musculoskeletal, neurological, and/or neuromuscular conditions.

• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate an understanding of the scope of professional roles available to clinical exercise practitioners, and how these intersect with the roles of other health professionals in the provision of services to people living with, or at risk of, chronic diseases, injuries or disabilities;
• Design/select assessment methods and protocols, including history taking of clinical, lifestyle and environmental factors, risk factor stratification and risk/benefit analyses, assessments of functional, physical activity and exercise capacities, monitoring of signs and symptoms before, during and following exercise and capacity to take timely and appropriate action, identification of indicated and contraindicated exercises from all of the above factors;
• Demonstrate the technical challenges with providing a competent service in clinical exercise. This includes being able to collect and interpret data with high degrees of accuracy, reliability and validity, and to discriminate between clinical and functional (eg exercise capacity) outcomes;
• Demonstrate the use of evidence bases, particularly published research and practice models, in the design and provision of clinical exercise services;
• Design, lead and evaluate exercise and physical activity interventions in concordance with clients, including the knowledge and methods of effecting behavioural change to promote better health through exercise participation, with an emphasis on the graduated transfer from dependence on the clinical exercise practitioner to self-management. This includes learning to, identification of different stages of change in order to match an intervention with the individual’s stage of change, and transdiagnostic models (eg transtheoretical model) to help clients to overcome barriers, set goals, and improve their knowledge of their medical conditions, treatments and prevention strategies;
• Demonstrate knowledge of the core issues concerning the ethical provision, business management, and legal responsibility issues regarding clinical exercise services.


Recommended Reading Journal articles and texts to be advised by teaching staff.


Class Contact Occasional classes; 140 hour industry placement.

Assessment Placement CV (500 words) 15%; Placement log book (500 words) 10%; Case reports (500 words) 15%; Placement report (1500 words) 60%; Placement Learning through supervised and mentored practice in actual and simulated workplaces, including placements with external providers of clinical exercise services (teaching hospitals and large employers), the Victoria University Aquatic and Fitness Centre and the Victoria University Exercise Rehabilitation (VUER) Clinic.

AHX5069 INTRODUCTION TO REHABILITATION FIELDWORK

Campus Footscray Park.

Prerequisite(s) Nil.

Content This unit of study will introduce students to the various roles of physical educators in exercise rehabilitation and offers perspectives on the roles of other team members in rehabilitation processes. Students will have opportunities to observe health professionals during the design, implementation and evaluation phases of exercise programs. They will also learn about equipment, facilities and program planning that are used in exercise rehabilitation.

Required Reading To be advised by lecturer.

Class Contact Four hours in total for one semester. Field contact: 35 hours.

Assessment Satisfactory/Unsatisfactory.

AHX5070 EXERCISE FOR REHABILITATION FIELDWORK (FULL-TIME)

Campus Footscray Park.

Prerequisite(s) Nil.

Content This unit of study aims to provide students with experience in exercise prescription, design, conduct and evaluation of exercise rehabilitation programs. It also provides practical knowledge of differing organisational models, the roles of other health professionals, referral and communication pathways and medical record systems.

• Learning Outcomes On successful completion of this unit, students will be able to: Understand, via observation, the role of health professionals during the design, implementation and evaluation phases of exercise programs;
• Know about equipment, facilities and program planning that are used in exercise rehabilitation.

Required Reading To be advised by lecturer.

Class Contact Eight seminar hours in total for one semester as well as 140 hours of field contact (four weeks).

Assessment Satisfactory / Unsatisfactory.

AHX5071 EXERCISE FOR REHABILITATION FIELDWORK (PART-TIME)

Campus Footscray Park.

Prerequisite(s) AHX5069 Introduction to Rehabilitation Fieldwork or equivalent.

Content This unit of study aims to: provide students with experience in exercise prescription, design, conduct and evaluation of exercise rehabilitation programs; and practical knowledge of differing organisational models, the roles of other health professionals, referral and communication pathways and medical record systems.

Required Reading To be advised by lecturer.

Class Contact Eight seminar hours in total for one semester. Field contact: 140 hours (4 weeks).

Assessment Satisfactory / Unsatisfactory.
AHX5180 PSYCHOLOGY FOR REHABILITATION
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study aims to develop in students a basic understanding of the psychological aspects of rehabilitation. It is not intended that graduates of the unit will be equipped to provide the primary psychological care of rehabilitation clients because in most instances they are part of a team which includes clinical and neuropsychologists. However, they should have an understanding of the psychological aspects of the rehabilitation process. The unit will include the following topics: counselling and interviewing skills — verbal and non-verbal, listening skills, body language, human interaction; human behaviour and development, lifestyle, life-cycle, life crisis, life development; coping with injury; dealing with grief and loss; coping with chronic pain; stress management, anxiety and depression; self-confidence, development and maintenance, particularly in the transitions which occur during rehabilitation; motivation, intrinsic-extrinsic, goal orientations, self-efficacy, goal setting, physical, psychological and technical.
• Learning Outcomes
   a) Successful completion of this unit, students will be able to:
      i) Understand psychological processes in rehabilitation;
      ii) Understand the importance and influence of client-practitioner relationships in rehabilitation;
      iii) Use mental skills in applied settings;
      iv) Demonstrate in-depth knowledge of one aspect of psychology and rehabilitation.

Required Reading

Class Contact
Two hours per week for one semester.
Assessment Major assignment 100%.

AHX6020 DIRECTED STUDY
Campus Footscray Park
Prerequisite(s) Nil.
Content This unit of study provides the opportunity for students to extend their knowledge and skills in the general topic area where they intend to carry out their research. A number of educational processes are equally valid and some might be particularly appropriate to specific disciplines or research endeavours. There is no desire to restrict the potential educational exercises by specifying what is acceptable. Designated research supervisors are responsible for determining acceptability of the nature and scale of directed studies in discussion with individual students. A number of examples of likely ways in which study may be directed will illustrate the possibilities. It is possible for issues to be raised which relate to the topic of research. These could be addressed by consulting the literature and writing critical review or reaction papers. It might be that two or three such papers would constitute the appropriate scale of work. In some specialist areas the most fruitful preparation for the thesis would be to audit a coursework unit of study in this or another institution. The thesis research may depend crucially on the development of a measuring instrument and this development could be the substance of the Directed Study. Similarly, it might be deemed essential to pilot a new research technique, which is proposed to be used in the main thesis study. The pilot study could be the content of the Directed Study. These examples merely illustrate the nature of the Directed Study unit. The unit of study will remain flexible, permitting a whole range of equivalent exercises to be included. The main criterion for acceptance is that the activity is considered by the supervisor to be valuable preparation for the thesis research.

Required Reading
To be advised by lecturer.

Class Contact
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.

AHX6035 MINOR THESIS (PART-TIME)
Campus Footscray Park
Prerequisite(s) AHX6010 Research Design; AHX6020 Directed Study, or equivalent.
Content The Minor Thesis unit of study builds on the development made in AHX6010 Research Design and AHX6020 Directed Study. Specifically, with the continued advice and guidance of the research supervisor, the student carries through the research protocol, which was developed and refined in the Research Design unit of study and which is illuminated by the exercises undertaken in the Directed Study unit of study. The student executes a study on an issue in physical education or sport. In science areas, this involves the collection of primary data. This process is presented in a formal thesis of between 15,000 and 30,000 words equivalent not including appendices. The thesis should demonstrate the whole research process from identification of a problem, through review, critique and reflection on related research, to development and refinement of appropriate methods, collection of data using appropriate procedures and ethics, and on to selection, interpretation and presentation 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.

Class Contact
AHX6030 Minor Thesis (full-time): 15 hours per week for one semester.
AHX6035 Minor Thesis (part-time): 7.5 hours per week for two semesters.

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 written examination by these examiners, at the examiner’s discretion. Each examiner will independently recommend one of the following outcomes to his/her assessment of the thesis: pass without further examination; pass with unit with corrections to the satisfaction of the School’s Research and Graduate Studies Committee; student to pass a written or oral examination to pass thesis; deferred for resubmission after major revision; fail. In the event that there is a disagreement between the examiners, a third examiner will be appointed.

AHX6041 EXERCISE PRESCRIPTION FOR CARDIORESPIRATORY AND METABOLIC CONDITIONS
Campus Footscray Park
Prerequisite(s) AHX5017 Cardiorespiratory and Metabolic Physiology for Rehabilitation or equivalent.
Content This unit of study will include exercise prescription for the following conditions: cardiac pathophysiology and rehabilitation: ischemic, myocardial, pericardial and valvular disease and heart failure; hypertension; pulmonary diseases: asthma, chronic bronchitis and emphysema, pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, acute respiratory tract infections; metabolic conditions: obesity, diabetes, chronic fatigue syndrome, anemia.
• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate knowledge of exercise prescription for cardiac pathophysiology and rehabilitation, ischaemic, myocardial, pericardial and valvular disease, heart failure and hypertension;
  • Demonstrate knowledge of exercise prescription for pulmonary diseases, asthma, chronic bronchitis and emphysema, pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, and acute respiratory tract infections;
  • Demonstrate knowledge of exercise prescription for metabolic conditions, including obesity, diabetes, chronic fatigue syndrome and anemia.


Class Contact One one-hour lecture per week; one one-hour practical per week.

Assessment Attendance and participation 10%; Assignments 50%; Tests (practical, oral and written) 40%.

AHX6042 CASE MANAGEMENT

Campus Footscray Park

Prerequisite(s) Nil.

Content This unit of study will include: structure and management of the public and private health systems; working in a rehabilitation team with physicians, physiotherapists, occupational therapists; management and presentation skills; medical terminology and common abbreviations used in referrals and correspondence; report writing; professional ethics; working as a consultant (independent provider) in rehabilitation; funding arrangements for WorkCover, TAC and private health fund clients; an introduction to occupational health and safety; referral systems for groups; management of mixed ability groups; monitoring and evaluation of rehabilitation programs.

• Learning Outcomes On successful completion of this unit, students will be able to: Comprehend, explain, discuss and debate a code of ethics or code of conduct relevant to the allied health profession of exercise physiology;
  • Plan and write a letter of referral for a client to another health professional;
  • Plan, prepare and demonstrate use of a clinical history case record form;
  • Plan, prepare and demonstrate use of an invoice and receipt for a clinical consultation;
  • Plan and write a workplace risk assessment for a client.


Class Contact Two hours per week for one semester.

Assessment Assignments and presentations 80%; Attendance and participation 20%.

AHX6043 EXERCISE FOR REHABILITATION CLINICAL PRACTICE (FULL-TIME)

Campus Footscray Park.

Prerequisite(s) AHX5069 Introduction to Rehabilitation Fieldwork and AHX5070 Exercise for Rehabilitation Fieldwork or equivalent.

Content To apply the theoretical and practical knowledge gained in the unit to the design, implementation and evaluation of exercise rehabilitation programs, using both individual and group models. Practical experience with all aspects of case management, including working as part of the rehabilitation team, report writing, professional ethics and exposure to the public and private health systems.

AHX6044 EXERCISE FOR REHABILITATION CLINICAL PRACTICE (PART-TIME)

Campus Footscray Park

Prerequisite(s) AHX5069 Introduction to Rehabilitation Fieldwork and AHX5070 Exercise for Rehabilitation Fieldwork or equivalent.

Content To apply the theoretical and practical knowledge gained in the unit to the design, implementation and evaluation of exercise rehabilitation programs, using both individual and group models. Practical experience with all aspects of case management, including working as part of the rehabilitation team, report writing, professional ethics and exposure to the public and private health systems.

AHX6045 EXERCISE FOR REHABILITATION CLINICAL PRACTICE (PART-TIME)

Campus Footscray Park

Prerequisite(s) Nil.

Recommended Reading To be advised by the clinical supervisor.

Class Contact Twenty-week industry placement.

Assessment Written Case Reports, 10-20 cases total word limit 5,000 – 20,000 words 100% OR Minor Research Project 100%.

AHX2001 INTRODUCTION TO RESEARCH DESIGN AND METHODS

Campus City Flinders, Footscray Park and St Albans

Prerequisite(s) Nil.

Content This unit of study will provide an introduction to research methods and design for the social sciences. This will include: a review of the scientific methods and ways of knowing; quantitative and qualitative paradigms; questionnaire design and evaluation; validity and reliability of research designs; and ethical issues and evaluation of the research design of published papers. The unit of study will also
include an introduction to sampling and methods of data collection and analysis for quantitative and qualitative research. The study of quantitative methods will focus on experimental, correlation and survey designs and of the corresponding methods of data analyses including descriptive and inferential statistics, correlation and regression and hypothesis testing. The qualitative research designs to be studied in some detail will be drawn from case study, ethnography, grounded theory, phenomenology, historical research, philosophical research and action research. The role of the researcher in collecting qualitative data will be discussed along with methods of analysing qualitative data.

**Recommended Reading**

**Class Contact**
One two-hour seminar and one one-hour tutorial per week for one semester.

**Assessment**
A research proposal and/or approved assignments related to research literature and processes in professional practice (3000 words for Graduate Diploma students; 5000 words for Masters, PhD students) 100%.

### AHZ8100 RESEARCH THESIS (ARTS BASED) (FULL-TIME)

**Campus** City Flinders and Footscray Park

**Prerequisite(s)** Eligibility for entry to a Masters by Research or Doctor of Philosophy program.

**Content**
This unit of study, the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies, consists of a project carried out by students on an individual basis. The project is expected to be: an investigation of an approved topic, followed by the submission of a suitably formatted thesis or performance in which the topic is introduced and formulated; the investigation described in detail; results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

**Required Reading**
To be advised by supervisor.

**Class Contact**
Independent research in addition to regular meetings with the student’s supervisor(s).

**Assessment**
The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.

### AHZ8210 RESEARCH THESIS (SCIENCE BASED) (PART-TIME)

**Campus** City Flinders and Footscray Park

**Prerequisite(s)**
Eligibility for entry to a Masters by Research or Doctor of Philosophy program.

**Content**
This unit of study, the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies, consists of a project carried out by students on an individual basis. The project is expected to be: an investigation of an approved topic, followed by the submission of a suitably formatted thesis or performance in which the topic is introduced and formulated; the investigation described in detail; results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

**Required Reading**
To be advised by supervisor.

**Class Contact**
Independent research in addition to regular meetings with the student’s supervisor(s).

**Assessment**
The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.

### AHZ8220 RESEARCH THESIS (SCIENCE BASED) (FULL-TIME)

**Campus** City Flinders and Footscray Park

**Prerequisite(s)**
Eligibility for entry to a Masters by Research or Doctor of Philosophy program.

**Content**
This unit of study, the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies, consists of a project carried out by students on an individual basis. The project is expected to be: an investigation of an approved topic, followed by the submission of a suitably formatted thesis or performance in which the topic is introduced and formulated; the investigation described in detail; results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

**Required Reading**
To be advised by supervisor.

**Class Contact**
Independent research in addition to regular meetings with the student’s supervisor(s).

**Assessment**
The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.
Below are details of courses offered by the School of Psychology in 2009. This information is also available online on the University's searchable courses database at www.vu.edu.au/courses.

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

**BACHELOR OF PSYCHOLOGY/ BACHELOR OF BUSINESS (HUMAN RESOURCE MANAGEMENT) (I)**

**Course Code:** ABPH

**Campus:** Footscray Park

**Introduction**

The changing nature of the workforce and demands on managers requires that they have a broader view and understanding of their roles. This has led to a demand for well trained managers with a range of skills who can manage high quality and appropriate staff, programs, training, and services to a cross-section of users.

The Bachelor of Psychology/Bachelor of Business (Human Resource Management) may be studied full-time or part-time. Minimum completion time is four years full-time. Students are required to complete a total of 32 semester-length units of study. From the Psychology degree, students must complete a major in Psychology plus one Qualitative and Quantitative research methods units and three arts electives. From the Business degree, students must complete seven compulsory core business units, seven specialisation units of study in human resource management, and two Professional Development units of study.

**Course Objectives**

The combined Bachelor of Psychology/Bachelor of Business (Human Resource Management) degree aims to provide a thorough educational experience to students. It exposes them to the psychological and managerial forces that have shaped and continue to shape, Australia's institutions, while at the same time giving them a variety of business, research and vocational skills which they can utilise directly in either a general business or related environment. The course focuses on management, psychological and research competencies with particular emphasis on human resource issues.

**Course Duration**

Four years full-time or part-time equivalent.

**Course Requirements**

To be awarded the Bachelor of Psychology/ Bachelor of Business (Human Resource Management), students must have completed a total of 384 credit points. Each unit of study in this course is worth 12 credit points. There are 32 units of study in total. Normally, full-time students would complete an average of 48 credit points per semester.

**Course Structure**

**Year 1**

<table>
<thead>
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<th>Semester</th>
<th>Credit Point</th>
<th>EFTSL</th>
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<tr>
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**Year 2**

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Semester 2

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*Students are required to do three Arts Elective Units of Study and two Psychology 3 Elective Units.

Career Prospects
Graduates will be in demand for work in human resource departments, community service organisations, marketing research agencies and government departments. A variety of professions are available to graduates as the degree is accredited by the Australian Psychological Society and also counts as five years credit towards the mandatory eight-year chartered membership of the Australian Human Resources Institute.

Admission Requirements
To qualify for admission to the course, an applicant must have successfully completed a course of study at Year 12 or equivalent*. Year 12 Prerequisites Units 3 and 4 study score of at least 20 in English (any). Selection Mode Current year 12 applicants: Equivalent National Tertiary Entrance Rank (ENTER) and two-stage process with a middle-band of approximately 20%. Non-current year 12 applicants: ENTER and/or academic record. Middle Band: consideration is given to performance in the full range of VCE studies undertaken.

*Bachelor of Psychology (Interpersonal & Organisational) (I)

Course Code ABPI

Campus St Albans

Introduction
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, eg. listening, communicating, leading, interviewing, observing and decision-making, in students;
- enable students to acquire the basis for skilled interactions in a class setting and practise these through a fieldwork component;
- encourage reflection on such interactions with individuals and groups from a theoretical and psychological point of view.

Course Requirements
To be awarded the degree of Bachelor of Psychology (Interpersonal & 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 and B at first-year level plus four general electives across Years 1 and 2, chosen from units offered at the general Bachelor of Arts. To complete the course, students will be required to complete 24 units of study in all.

Course Structure
Year 1

Semester 1

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Semester 2

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Year 2

Semester 1

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Semester 2

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Year 3

Semester 1

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Semester 2

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<td></td>
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### Career Prospects

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 VTAC Guide for details.

## BACHELOR OF PSYCHOLOGY (I)

### Course Code ABPP

### Campus

Footscray Park

### Introduction

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, ie. 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.

### Course Objectives

The course 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. Students must complete 24 semester-length units of study as follows:

- a major in Psychology (10 sequential semester units of study);
- one other approved Arts stream (normally 6 sequential units of study);
- Qualitative Social Research Methods and Quantitative Social Research Methods;
- Knowing and Knowledge A and 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 eight first-year units of study can be counted towards the 24 units of study required for the degree.

### Course Structure

#### Year 1

**Semester 1**

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**Semester 2**

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#### Year 2

**Semester 2**

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#### Year 3

**Semester 1**

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<td>APP3036 HISTORY AND THEORIES IN PSYCHOLOGY</td>
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#### Year 2

**Semester 2**

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Note: APP3023 Psychological Issues in the Workplace (Capstone unit) may be taken in either semester 1 or semester 2.
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 units 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 VTAC Guide for details.

BACHELOR OF ARTS/BACHELOR OF SCIENCE
Course Code ABPS

Campus St Albans (units of study also to be available at Footscray Park)

Introduction
Continuing Students Only
The double degree structure of the Bachelor of Arts/Bachelor of Science integrates education, training and research. The course offers an expanded range of options to the better academically qualified students entering the program, enhancing the range of skills of students in a range of disciplines, thus increasing their employability. The course will give students access to a broad curriculum and to a program which transcends disciplinary boundaries.

Course Objectives
There is a growing need for scientists to have broader skills and knowledge in the context of globalisation 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 units 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.

Course Structure
The double degree structure of the Bachelor of Arts/Bachelor of Science is designed to provide students with a choice of two Arts majors, consisting of eight units each except for Psychology and Multimedia which are eight units. Social Research Methods major is six 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.


As well as completing the eight 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.

For a normal full-time load:

Year 1
Semester 1

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Semester 2

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Year 2
Semester 1

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</table>
BACHELOR OF SCIENCE (PSYCHOLOGY) (I)

Course Code ABPY

Campus: St Albans

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

Course Objectives
The Psychology degree is designed to prepare entry to a fourth year of studies which will enable graduates to meet the academic requirements for professional accreditation with the Victorian Psychologists’ Registration Board.

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

Course Duration
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 1

APP1012 PSYCHOLOGY 1A 12 0.1250 1
RBF1310 BIOLOGY 1 12 0.1250 2
RBM1518 HUMAN PHYSIOLOGY 1 12 0.1250 2

Plus one first year Science elective (12 credit points)

Semester 2

APP1013 PSYCHOLOGY 1B 12 0.1250 1
RBF1320 BIOLOGY 2 12 0.1250 2
RBM1528 HUMAN PHYSIOLOGY 2 12 0.1250 2

Plus one first year Science elective (12 credit points)

Year 2

Semester 1

APP2013 PSYCHOLOGY 2A 12 0.1250 1
APS2030 QUALITATIVE SOCIAL RESEARCH METHODS 1 12 0.1250 1
APP2031 DEVELOPMENT ISSUES IN PSYCHOLOGY 12 0.1250 1

Plus one second year Science elective unit (12 credit points)

Semester 2

APP2014 PSYCHOLOGY 2B 12 0.1250 1
APS2040 QUANTITATIVE SOCIAL RESEARCH METHODS 1 12 0.1250 1
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Plus one Psychology elective unit (12 credit points)
Plus one second year Science elective unit (12 credit points)

**Year 3**

**Semester 1**

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Plus two third year Science elective units (total 24 credit points)

**Semester 2**

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</table>

Plus two third year Science elective units (total 24 credit points)

**Science Major**

The Science Major comprises a recognised three-year sequence of elective units within the Faculty of Health, Engineering and Science. By selecting appropriate combinations of elective units, students may obtain a 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 unit availability.

**Social Research Methods Major**

Students wishing to complete this major must do APS3020 Qualitative Research Methods 2, APS3021 Quantitative Research Methods 2 and APS3040 Independent Research Project as well as a two-year sequence of units selected from those available for the science major (as listed).

**Psychology Electives**

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First Year Science Elective unit options
- Offered as guide only check science timetable to confirm availability.

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Second Year Science Elective unit options
- Offered as guide only check science timetable to confirm availability.

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Third Year Science Elective unit options
- Offered as guide only check science timetable to confirm availability.

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RBM3800  PHARMACOLOGY  12 0.1250 2
RBM3660  HUMAN DEVELOPMENTAL AND CLINICAL GENETICS  12 0.1250 2
RBM3560  GROWTH, DEVELOPMENT AND AGING  12 0.1250 2
RBM2540  PATHOPHYSIOLOGY 2  12 0.1250 2
RBM3910  PROJECT  12 0.1250 2
APS3021  QUANTITATIVE SOCIAL RESEARCH METHODS 2  12 0.1250 1
APS3040  INDEPENDENT RESEARCH PROJECT  12 0.1250 1
RBF3530  ENVIRONMENTAL PHILOSOPHY  12 0.1250 2
RBF3540  LEADERSHIP AND THE ENVIRONMENT  12 0.1250 2
RBF3620  CONSERVATION AND SUSTAINABILITY  12 0.1250 2
RBF3660  INDIGENOUS SOCIETY AND ENVIRONMENTAL MANAGEMENT  12 0.1250 2
RBF3630  ENVIRONMENTAL IMPACTS AND MONITORING  12 0.1250 2
RBF3650  POLLUTION BIOLOGY  12 0.1250 2

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 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 units of study prepare graduates for work in social research and data analysis positions.

Professional Recognition
Australian Psychology Accreditation Council (APAC) 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 units: Year 12 English, one Year 12 Science unit. VCE Biology is not a formal prerequisite but students will find a background in biology is very helpful.

GRADUATE DIPLOMA IN COUNSELLING
Course Code AGPD
Campus City Flinders

Introduction
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 practise skills acquired in the field placement and to integrate theory and practice of counselling.
Please note: this course is not designed for students wanting an Australian Psychological Society (APS) accredited course. Professional accreditation of counsellors is currently being considered by several Australian organisations and the course is 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 units of study over two years. Day and evening classes are usually available. The practice requires 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 units of study and two elective units. Where students are eligible for exemption from Theories and Techniques of Counselling they will be required to complete an extra elective unit.

Year 1
Semester 1

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Semester 2

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Plus one Elective

Year 2
Semester 2

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Semester 2

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Plus one Elective

297
Electives (Students will complete two electives — one for each year level):

<table>
<thead>
<tr>
<th>Code</th>
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*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 units of study is required to pass the course. Students must pass the placement on their first attempt. Elective units 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 related to children and adolescents 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 applicants to this course.

Course Fees
Full-fee paying places are available within the course.

GRADUATE DIPLOMA IN COUNSELLING (CHILD AND ADOLESCENT)
Course Code A6PE

Campus St Albans

Introduction
This course is a postgraduate qualification that is designed to provide a professional foundation in counselling theory and practice pertinent to counselling children and adolescents. The course is therefore appropriate for individuals working in professional contexts that require the application of counselling skills in the human services. Course participants can be social workers, nurses, allied health professionals, teachers, community workers, and students with an undergraduate major in psychology.

The course provides students with the opportunity to develop their theoretical view of counselling, to practise skills acquired in the field placement and to integrate theory and practice of counselling children and adolescents. There is an articulation pathway to the Master of Counselling.

Please note this course is not designed for students wanting an Australian Psychological Society (APS) accredited course. Professional accreditation of counsellors is currently being considered by several Australian organisations and the course is monitoring the requirements of these organisations as they develop.

Course Objectives
To develop students’ theoretical views of child and adolescent counselling, to practise skills acquired in the child or adolescent field placement, and to integrate theory and practice of child and adolescent counselling.

Course Duration
The Graduate Diploma of Counselling (Child and Adolescent) is designed as a two-year part-time course. Students would normally be expected to complete eight units of study over two years. 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 unit.

Year 1

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Semester 2

| APT6008    | CHILD AND FAMILY DEVELOPMENT | 12    | 0.1250  | 1       |
| APT5062    | CHILD & ADOLESCENT: APPLIED TECHNIQUES IN COUNSELLING | 12    | 0.1250  | 1       |

Year 2

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Semester 2

| APT5085    | PRACTICUM    | 12    | 0.1250  | 1       |

One Elective

Examples of Electives are:

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</table>

*This unit is part of the Program in Loss and Grief Counselling.

**This unit is part of the Program in Substance Abuse Studies.

A pass in the practicum units is required to pass the course. Students must pass the practicum on their first attempt. Electives from other disciplines may also be chosen for credit with the permission of the Course Co-ordinator.

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 areas.

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. Fee-help funded places are available.

GRADUATE DIPLOMA IN ARTS (SOCIAL RESEARCH METHODS)
Course Code AGPM
Campus Footscray Park
Introduction
Continuing students only
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 fields such as cultural and community psychology in the USA, United Kingdom and Europe. In short, this course will capture this new development, as well as provide an education in more established qualitative methods and report and research writing. Upon completion of the course, students will have the intellectual skills to make sound practical and ethical research decisions and be able to choose, implement, analyse and write up research using a variety of tools and processes.

Please note: this Graduate Diploma is not designed as an Australian Psychological Society (APS) accredited course. Its applications are broader than psychology and fall within a wider area of the social sciences.

Course 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
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<td>APM5013</td>
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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 Fee-Help Assistance.

GRADUATE DIPLOMA IN PSYCHOLOGICAL STUDIES
Course Code AGPP
Campus St Albans and Footscray Park
Introduction
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 units of study taken in earlier years provide the basis for studies in later years, that is, there is sequential development of knowledge and skills throughout the course. This sequence is important pedagogically, and is also necessary for professional accreditation.

Course Requirements
To qualify for the Graduate Diploma in Psychological Studies, students must complete a total of 120 credit points.

Course Structure
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Semester 1
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### Course Structure

#### Semester 1

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#### Semester 2

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plus one Psychology elective

List of Psychology Electives

- APA4003 ORGANISATIONAL PSYCHOLOGY 1
- APA4004 PSYCHOLOGY OF GROUP PROCESSES
- APA4015 COMMUNITY PSYCHOLOGY
- AHP4050 CURRENT ISSUES IN PSYCHOLOGY A

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**GRADUATE DIPLOMA IN PSYCHOLOGY (I)**

**Course Code AAPS**

**Campus: Footscray Park**

**Introduction**

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.
**BACHELOR OF ARTS (HONOURS) PSYCHOLOGY**

**Course Code** AHPH

**Campus** Footscray Park

**Introduction**

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 Psychology Accreditation Council'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 1**

<table>
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**plus one elective**

**Electives**

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**Other electives may be possible with the consent of the Course Coordinator.**

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 other campuses 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 Victoria University;
- the completion of an APAC accredited major in psychology;
- a minimum of distinction level (70%) performance in psychology at third-year level.

Students who have completed their degree at a University or similar institution apart from Victoria University may apply for entry to the Bachelor of Arts Honours course. This course is identical to the Honours in Psychology course and equivalent entry requirements apply.

**BACHELOR OF PSYCHOLOGY (HONOURS) (I)**

**Course Code** AHPH

**Campus** Footscray Park

**Introduction**

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 Psychology Accreditation Council'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 1**

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**Electives**

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**Other electives may be possible with the consent of the Course Coordinator.**

This is a guide only and offerings on each Campus may be subject to sufficient enrolments. The entire course may be completed at Footscray Park, although students may need to travel to other campuses 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 Victoria University;
- the completion of an APAC accredited major in psychology;
- a minimum of distinction level (70%) performance in psychology at third-year level.

Students who have completed their degree at a University or similar institution apart from Victoria University may apply for entry to the Bachelor of Arts Honours course. This course is identical to the Honours in Psychology course and equivalent entry requirements apply.
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

**Introduction**

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.

**MASTER OF APPLIED PSYCHOLOGY IN COMMUNITY PSYCHOLOGY (I)**

Course Codes AMPC

**Campus** Footscray Park

**Introduction**

The Victoria University Master of Applied Psychology course has streams in Community Psychology and Sport Psychology. They share a number of generalist psychology core units, but each represents a separate specialist psychological training. Core units include sequences in Quantitative and Qualitative Research Methods and in Psychological Practice. The Master of Applied Psychology course is founded upon the scientist-practitioner model of professional training, combining knowledge and skills acquisition with reality-based psychological understandings, and facilitating a clear stance of inquiry in relation to all aspects of theory, research and practice. Each stream consists of three components: coursework, practicum placement and research thesis. Graduating students will have completed 125 days of placement. (Practicum requirements are outlined in a separate Practicum Manual).

**Course Objectives**

The Community Psychology stream draws on the educational and training components of the core units of study, but provides students with an opportunity to learn and develop broader options for the application of psychological skills and knowledge.

Community psychology developed in Australia in the 1970s in response to the realisation that the psychological wellbeing of individuals could not be understood in isolation from broader social contexts. The discipline has its roots in such fields as community mental health, organisational, applied social and, more recently, environmental, ecological and health psychology. Its unique identity is defined through its focus on communities as the primary unit for understanding and action.

- The Community Psychology stream therefore aims to: develop students’ skills in the analysis of social and psychological problems from multiple perspectives and at multiple levels. This will entail developing sensitivity to the cultural and experiential forces that have impacts on such problems;
- develop students’ skills in intervention strategies which are appropriate to multiple levels of analysis of problems, from the individual level to broader community contexts;
- develop students’ skills in interventions in a variety of areas, such as program and policy design, implementation and evaluation, the organisation and facilitation of groups, and the development of social support networks;
- implement the skills learnt via a research project which they will design, plan, conduct and report on;
- highlight the various ethical and professional conduct issues that will be faced as practising psychologists;
- prepare students for specialist APS College Membership in Community Psychology. The stream is fully accredited by the Australian Psychological Society.

**Course Duration**

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**

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plus Arts elective

Areas of Specialisation - The Wellness Promotion Unit
The Wellness Promotion Unit is located at St Albans Campus (3N33). The unit offers services in research, evaluation and consultation. Interests include cross-cultural wellness, community building, program evaluation, needs and resources assessment, qualitative, quantitative and action research methods, health and medical areas of research, consultancy and practice. Its mission statement is: Wellness is achieved by the simultaneous and balanced satisfaction of personal, interpersonal and collective needs. The unit aims to promote wellness in individuals, organisations, and communities in Victoria in general and in western and rural regions in particular. We believe in collaborating with community stakeholders in defining their needs and devising appropriate research methods and interventions. The wellness model of personal, relational and community wellness is particularly pertinent to health and medical areas of research, consultancy and practice. The unit is currently undertaking a range of major projects, and is able to offer specialist placements, research projects and at times contract work, particularly to students in Community and Health Psychology. Further information is available on the website.

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.

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 2009.

Course Fees
Full fee paying. Fee-help assistance is available to full-time students.

MASTER/DOCTOR OF PSYCHOLOGY (CLINICAL PSYCHOLOGY) (I)
Course Codes AMPD/AZPC

Campus St Albans

Introduction
The Master and Doctor of Psychology program provides appropriate postgraduate training for functioning as a specialist professional psychologist in the area of Clinical Psychology. Adopting a life span framework, the course trains graduates in a wide range of assessment and therapeutic techniques with adults, children and adolescents with a particular emphasis on a psychodynamic perspective.

Course Duration
The duration of the course is two years full-time study for the Masters, three years of the Doctorate.

Course Structure
The coursework program is conducted on an intensive full-time basis. The course is comprised of three interlocking strands of theoretical/knowledge-based units, research units (including an independent project and minor thesis) and a clinical practice strand.

Year 1

Semester 1

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Year 2

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Masters Students also enrol in:

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Doctoral Students also enrol in:

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Year 3 – Doctoral Units

Semester 1
Admission Requirements
To qualify for admission to the course an applicant must have successfully completed a fourth year of study in a course accredited by the Australian Psychology Accreditation Council. Referees' reports and any relevant professional experience are also taken into account, and applicants are interviewed to help assess their suitability for the course.

MASTER OF COUNSELLING (I)

Course Code AMPE

Campus City Flinders

Introduction
The Master of Counselling provides an opportunity for professionals to extend their expertise in counselling theory and practice following the completion of a Graduate Diploma. This is not an APS accredited psychology course.

Course Objectives
The specific objectives of the course are to:
- further develop knowledge of counselling theory and its application;
- expand the students’ knowledge and awareness of psychological theory relevant to their workplace and interests;
- develop a deeper understanding of the range of counselling interventions and psychological therapies offered by helping professions;
- develop understanding of counselling research methods and a corresponding ability to read critically within the counselling literature; and
- further develop an applied knowledge of professional practice.

At the conclusion of the course, students should be:
- conversant with theoretical underpinnings of counselling intervention;
- able to engage with the counselling literature relevant to their area of work and interest;
- aware of the variety of professions in the field and their contributions;
- able to place counselling aspects of their own work within a theoretical framework; and
- able to put their own counselling work in context both within the professional field and within their own agency, and able to work more effectively as a counsellor in the health field.

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 1

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Semester 2

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Year 2

Semester 1

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Semester 2

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<td>plus two electives</td>
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*Three electives in related areas.
*Only units of study approved by the Course Co-ordinator may be used as electives. This decision may be based on the experience of the student.

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.
MASTER/DOCTOR OF PSYCHOLOGY (CLINICAL NEUROPSYCHOLOGY)
Course Codes AMPN/AZPN

Campus: St Albans

Introduction
Continuing Students Only
The Master of Psychology program provides appropriate postgraduate training in functioning as a specialist professional psychologist in the area of 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 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 units. Each stream comprises the three interlocking strands of theoretical/knowledge base units, research units (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 units

Year 1
Semester 1

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Semester 2

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Year 2
Semester 1
Selection of possible units of study. Not all units are available every year. Check Course Structure for details when enrolling.

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Masters Students also enrol in:

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Doctoral Students also enrol in:

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Year 3
Semester 1
Year 3 commences the Doctoral component of this course

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Semester 2

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Admission Requirements
To qualify for admission to the course an applicant must have successfully completed a fourth year of study in a course accredited by the Australian Psychological Society. Referees’ reports and any relevant professional experience are also taken into account. Applicants are interviewed to help assess their suitability for the course.
MASTER OF APPLIED PSYCHOLOGY IN SPORT PSYCHOLOGY (I)
Course Code AMPS

Campus Footscray Park

Introduction
The Victoria University Master of Applied Psychology course has streams in Community Psychology, and Sport Psychology. They share a number of generalist psychology core units of study, but each represents a separate specialist psychological training. Core units include sequences in quantitative and qualitative research methods and in psychological practice.

The Master of Applied Psychology course is founded upon the scientist-practitioner model of professional training, combining knowledge and skills acquisition with reality-based psychological understandings, and facilitating a clear stance of inquiry in relation to all aspects of theory, research and practice. Each stream consists of three components: coursework, practicum placement and research thesis. Graduating students will have completed 125 days of placement. (Practicum requirements are outlined in a separate Practicum Manual).

Course Objectives
The Sport Psychology stream builds on the general skills and knowledge presented in the core units of study and prepares students for professional practice in the field of sport psychology. It is offered in conjunction with the Department of Human Movement and Recreation in order to provide students with a properly rounded education in sport and sport science. Its aims are to:

- develop students’ skills and knowledge of sport psychology in order to inform practice and engender a broad perspective of professional work;
- develop students’ knowledge and use of applied skills, methods, and techniques in sport psychology, so they may offer the highest levels of professional service;
- develop students’ appreciation of professional and ethical issues in the practice of sport psychology so that they may operate according to the highest standards of professional practice;
- provide students with supervised experience of professional practice in sport psychology and the opportunity to learn from this experience in discussion with peers and professionals;
- develop students’ independent use of applied research skills for problem resolution, under the supervision of a researcher in applied sport psychology. This includes the identification of a problem in practice which needs to be resolved by research, the design, execution, analysis and interpretation of a study to address that issue, and the presentation of implications of the study and future directions for research on the issue;
- prepare students for specialist APS College membership in Sport Psychology. The stream is fully accredited by the Australian Psychological Society.

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 1

<table>
<thead>
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Semester 2

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Year 2
Semester 1

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Plus one elective unit (Sport Science)

Semester 2

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Plus one elective unit

Area of Specialisation - CRESS
One of seven designated University Research Centres at Victoria University, CRESS is the largest of the University Research Centres and through research and consultancy, aims to promote the health and wellbeing of the entire community via the medium of physical activity. It does this by pure and applied work in the areas of rehabilitation, exercise and sport science.

CRESS carries out research and consultancy in four research units:

- biomechanics — applies mechanical principles to human movement analysis;
- exercise metabolism — looks at cells to see how the body adapts to exercise conditions;
- exercise physiology — investigates the biological science of movement;
- sport and exercise psychology — the science of human behaviour for enhancing performance and raising wellbeing.

CRESS aims to develop and extend partnerships with government, industry and other institutions in order to conduct mutually beneficial research and consultancy. In carrying out its mission of promoting the health and wellbeing of the entire community through the application of science to rehabilitation, exercise and sport, CRESS generates programs, services and opportunities for collaborative research with industry and community groups. Most Sport Psychology specialist placements and research projects are conducted under the auspice of CRESS.

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.

**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**

Full-fee paying. Fee-help assistance is available to full-time students.

**MASTER OF PSYCHOANALYSIS**

**Course Code** AMPY

**Campus** St Albans

**Introduction**

This four-year, part-time course, provides clinical studies and research in psychoanalysis at an advanced level. It is aimed at professionals in the field of mental health and students and workers in disciplines that incorporate psychoanalytic knowledge and methodology such as philosophy, gender studies, cultural studies, history, literature, sociology, anthropology, education, social work and others. The course recognises the demand in all these areas, and its emphasis on the study of the most recent developments in clinical psychoanalysis and psychoanalytic research makes it unique in Australian universities and highly relevant to current professional and scientific interests.

**Course 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 1**

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**Semester 2**

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**Year 2**

**Semester 1**

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**Year 3**

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**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.

**Course Fees**

The course is offered on a full-fee paying basis.
DOCTOR OF PHILOSOPHY
Course Code APPD

Campus Dependent upon supervision

Introduction
The School of Psychology offers supervision for Doctorate programs. A selection of some of the areas of interest are: Aboriginal issues in psychology, child and adolescent development, chronic illness, clinical psychotherapy, cognitive performance, community mental health, counselling, cross-cultural issues and service delivery, developmental psychology, diabetes and health behaviour, eating disorders, environmental/conservation issues, evaluation research, family process and attachment, feminism and psychology, gambling behaviour, group dynamics, head injury, hypnosis, independent living skills, learning disability, migrant adjustment, neuropsychological treatments, personality development, psychometrics, psychotherapy, reading comprehension, rehabilitation, sleep and sleep disorders, stroke and dementia and women’s health. The School of Psychology has research facilities, including a sleep laboratory and a clinic, plus office space and computing access to support its research students.

Applicants for the Doctor of Philosophy in the School of Psychology should normally have an Australian Psychological Society accredited fourth-year (Honours or Graduate Diploma) in Psychology, with 2A honours level or better. Students with fourth-year or Master’s degrees in other related disciplines may be considered, if appropriate supervision is available.

Course Duration
Standard completion times for research are 18 months for a Master’s Degree and 48 months for a PhD, or part-time equivalent. Students are invited, in the first instance, to discuss their potential research topic with the School Research Professor, or contact the Faculty Postgraduate Co-ordinator for more information.

DOCTOR OF APPLIED PSYCHOLOGY
Course Code AZPX

Campus Footscray Park

Course Objectives
The aim of this professional doctorate is to enable students to develop as researchers and extend their skill base in applied psychology to make a significant contribution to knowledge and practice. 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, specialising in the area of community 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
For Full-time Students
All streams have common units of study

Year 1
Semester 1

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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.

DOCTOR OF APPLIED PSYCHOLOGY
Course Code AZPY

Campus Footscray Park

Course Objectives
The aim of this professional doctorate is to enable students to develop as researchers and extend their skill base in applied psychology to make a significant contribution to knowledge and practice. 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, specialising in the area of sport 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
For Full-time Students
All streams have common units of study

Year 1
Semester 1

<table>
<thead>
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DOCTOR OF APPLIED PSYCHOLOGY (COMMUNITY AND HEALTH PSYCHOLOGY)

Course Code AJPZ

Campus Footscray Park

Course Objectives
The aim of this professional doctorate is to enable students to develop as researchers and extend their skill base in applied psychology to make a significant contribution to knowledge and practice. 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
For Full-time Students
All streams have common units of study
Year 1
Semester 1
<table>
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Semester 2
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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.

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 Psychologists’ Registration Board. Graduates with this major may also move onto postgraduate studies in courses leading to professional accreditation as teachers, social workers or personnel officers, or to staff development work and marketing research. Alternatively, graduates may find employment in welfare and community services. The Psychology major has been granted full accreditation by the Australian Psychological Society.

To complete the Psychology major, students are required to complete 10 units of study, including APP1012 Psychology 1A and AAP1013 Psychology 1B. Part-time students should complete APP2014 Psychology 2B before undertaking Psychology electives OR complete APP2014 and Psychology electives concurrently.

The units of study in the Psychology major are:

Year 1
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Plus one psychology elective unit

Year 3
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Psychology elective units (not all offered every year)

APP3015      | 12     | 0.1250  |
APP3016      | 12     | 0.1250  |
APP3018      | 12     | 0.1250  |
APP3019      | 12     | 0.1250  |
APP3020      | 12     | 0.1250  |
APP3021      | 12     | 0.1250  |
APP3025      | 12     | 0.1250  |
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 units of study that deal with selected issues in psychosocial studies (eg. 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 units of study in the Psychosocial Studies major are:

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**Year 2**

**Semester One**

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**Psychology electives**

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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, eg. human resources, market research, program evaluation in training activities and community services. Because of its strength in non-experimental research designs, qualitative and quantitative, the 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 the degree.

The units of study in the Social Research Methods major are:

**Year 1**

None. However students must have completed APP1012 Psychology 1A and APP1013 Psychology 1B prior to beginning this major.

**Year 2**

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**Year 3**

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SUBJECTS

Below are subject details for courses offered by the School of Psychology in 2009.

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

APA4003 ORGANISATIONAL PSYCHOLOGY 1
Campus: Footscray Park
Prerequisite(s) Admission to the Graduate Diploma in Psychology or Honours in Psychology.
Content The aim of this unit of study is to introduce students to organisational psychology theory and research, organisational structure, communications, leadership and change strategies. Topics include: fundamentals of organisational psychology; theories and models of organisations; motivation, attitudes and perception in the workplace; job performance, satisfaction and psychological health; organisational structure, power in organisations; leadership and decision-making; and selection processes.
Learning Outcomes On successful completion of this unit, students will be able to:
- Demonstrate an understanding of behaviour within organisations and the impact of individual, group and organisational processes on the functioning of organisations;
- Demonstrate an introductory understanding of the procedures involved in recruitment and selection of employees eg. personal testing, interviews and assessment centres.
Required Reading To be advised by lecturer.
Class Contact Two hours per week for one semester.
Assessment Written assignments 70%, Class test 30%; EWL 3000 words.

APA4004 PSYCHOLOGY OF GROUP PROCESSES
Campus: St Albans
Prerequisite(s) Admission to the Graduate Diploma in Psychology or Honours in Psychology.
Content This unit of study is designed to make students aware of group processes and to experience and analyse group interaction to enhance their skills as group facilitators. Topics include: theories of groups, group processes, defences, inter-group relationships and inequalities, pathological group cultures, group dynamics.
Required Reading To be advised by lecturer.
Class Contact Three hours per week for one semester comprising one three-hour lecture and two one-hour tutorials.
Assessment Two 2500-word essays 100%. (Subject to change.)

APA4015 COMMUNITY PSYCHOLOGY
Campus: St Albans
Prerequisite(s) Admission to the Graduate Diploma in Psychology or Honours in Psychology.
Content This unit of study aims to provide students with an introduction to the ways of thinking and levels of analysis in community psychology. It will focus on the historical and theoretical underpinnings of community psychology. Topics will include: history of community psychology; philosophical underpinnings; levels of analysis; levels of prevention; empowerment; ecological approaches.
Required Reading To be advised by lecturer.
Class Contact Three hours per week for one semester.
Assessment Mid-term assignment 30%; Final assignment 70%.

APA4019 FIELD RESEARCH
Campus: St Albans
Prerequisite(s) Entry to Graduate Diploma in Psychology course.
Content This unit of study is designed to provide students with experience in planning, conducting and reporting an applied research project. The broad aim is to promote the development of the student as an independent researcher. The area of content is expected to reflect the student's and staff member's area of interest. Students will design and carry out an independent investigation and report their findings in a thesis or research report of 8,000 to 12,000 words. The thesis is a compulsory component completed over two semesters via enrolment in this unit and APA4020 Extended Field Research. The time allocation of this unit for a full-time student should reflect one half of the total course time during the semester.
- Learning Outcomes On successful completion of this unit, students are expected to be able to: Construct a research problem and question;
  - Review relevant literature;
  - Determine appropriate methods and ethical considerations.
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 of approximately 8,000 to 12,000 words.

APA4020 EXTENDED FIELD RESEARCH
Campus: St Albans
Prerequisite(s) Entry to Graduate Diploma in Psychology course.
Content This unit of study is designed to provide students with experience in planning, conducting and reporting a research project. The broad aim is to promote the development of the student as an independent researcher. The area of content is expected to reflect the student's and staff member's area of interest. The student's weekly allocation of time to this unit should reflect its weighting as one quarter of the course for that semester. Specifically, the aims are to develop and use the skills required to conduct a research project and to present a research report.
- Learning Outcomes On successful completion of this unit, students will be able to: Gather and analyse data using relevant quantitative or qualitative techniques;
  - Report and discuss the findings in the context of the literature review;
  - Critically evaluate the research methodology and findings;
  - Present the research in a formal thesis or research report normally between 8000 and 12,000 words.
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%.

APC5101 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. Qualitative research will also be introduced.
- Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate a consolidation of their knowledge of univariate statistics;
  - Demonstrate an understanding of the strengths and limitations of several multivariate statistics;
  - Demonstrate an understanding of the factors to be considered in designing psychological research studies;
  - Demonstrate a familiarity with the literature associated with their proposed research project.
Class Contact Formally individual supervision for 30 minutes and one 90-minute class per fortnight for one semester.
Assessment Assessment tasks will be ungraded - Satisfactory or Unsatisfactory. Two statistical methods tests will be given during the semester. Students will submit a brief research proposal including a rationale and description of statistical procedures (including power analysis if appropriate) to be used for their research project - due at the end of semester.
APCS102 RESEARCH PROJECT 2
Campus St Albans
Prerequisite(s) Satisfactory completion of Research Project 1.
Content Research supervisor 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.
- Learning Outcomes On successful completion of this unit, students will be able to:
  • Demonstrate an understanding of advanced statistical concepts and methodologies;
  • Demonstrate ability to present advanced statistical techniques to audiences;
  • Demonstrate an ability to write a clear and detailed report summing up a specific statistical technique;
  • Demonstrate an ability to write a synthesised, integrated critical review of relevant previous studies in the area of their chosen research project;
  • Demonstrate an ability to prepare research ethics applications;
  • Demonstrate an ability to design, write-up and present a research project.
Required Reading As per Research Project 1.
Recommended Reading As determined by the specifics of the student’s research project.
Class Contact Fortnightly individual supervision for 30 minutes and one 90-minute class per fortnight for one semester.
Assessment Assessment tasks will be ungraded — Satisfactory or Unsatisfactory. A full research proposal (due mid September). Presentation of research project. Students meeting the requirements may submit an application to advance to the Doctor of Psychology program. M Psych candidates only: a 3000-4000 word literature review.

APCS103 CLINICAL SKILLS 1
Campus St Albans
Prerequisite(s) Admission to the Master of Psychology course.
Content This unit of study will introduce an introduction to basic clinical assessment techniques, including observations, interviewing, history-taking and test administration in regard to children, adolescents and adults. General cognitive tests WAISIII, WISCIV, WMSR, WMSIII, WRAAL and tests of educational achievement will be covered. Communication skills for clinical practice and report writing will be introduced.
- Learning Outcomes On successful completion of this unit, students will be able to:
  • Demonstrate an understanding of basic clinical assessment techniques;
  • Demonstrate basic skills in the administration and scoring of intelligence tests;
  • Demonstrate basic skills in interpretation of results of intelligence tests and the presentation of those results in a clear, concise psychological report.
Class Contact One one-hour seminar and one two-hour workshop per week for one semester.
Assessment The two components of assessment will be ungraded — Satisfactory or Unsatisfactory. Students will be required to conduct a cognitive assessment of a child and submit a report of this non-clinical case. EWL 2500 words.

APCS104 CLINICAL SKILLS 2
Campus St Albans
Prerequisite(s) Satisfactory completion of Clinical Skills 1.
Content The focus of this unit of study will be on further development of skills in regard to assessment techniques, administration of specialised tests and assessment of various client groups across the lifespan. The principles of formal personality assessment will be introduced.
- Learning Outcomes On successful completion of this unit, students will be able to:
  • Demonstrate an understanding of the administration, scoring and interpretation of behavioural checklists and personality measures;
  • Demonstrate basic skills in administration and interpretation of projective tests;
  • Demonstrate basic communication skills;
  • Demonstrate an ability to conduct a Mental Status Examination and appropriately report outcome.
Required Reading Reading Pack Clinical Skills 2. Recommended Reading To be advised by lecturer.
Class Contact One one-hour seminar and one two-hour workshop per week for one semester.

APCS105 CLINICAL EXPERIENCE AND PRACTICUM 1
Campus St Albans
Prerequisite(s) Admission to Master of Psychology course.
Content This unit of study will introduce students to the Victoria University Psychology Clinic (VUPC) including the use and videotaping of clinical consultations. An introduction to clinical practice will be provided via observation of cases referred to VUPC.
- Learning Outcomes On successful completion of this unit, students will be able to:
  • Demonstrate an understanding of the role and operation of the Victoria University Psychology Clinic;
  • Demonstrate initial acquisition of an appropriate professional stance in relation to clients;
  • Demonstrate the development of clinical interview and assessment skills at a beginning level;
  • Demonstrate formal report writing skills at a beginning level;
  • Demonstrate an understanding of the role of supervision.
Class Contact One one-hour seminar and one 90-minute 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 hours per week of face-to-face client assessment.
Assessment Assessment for this unit of study is ungraded — Satisfactory or Unsatisfactory. Students are to complete all the following tasks at a satisfactory level: A role-play of a first interview and one written report.

APCS106 CLINICAL EXPERIENCE AND PRACTICUM 2
Campus St Albans
Prerequisite(s) Satisfactory completion of Clinical Experience and Practicum 1.
Content This unit of study provides students with opportunities to continue practical consolidation of clinical skills in the Victoria University Psychology Clinic with an average of 2.5 hours per week of face-to-face client contact. Where possible, students will begin their first external placement during this semester. Case presentations and group supervision will facilitate further development of problem-solving and communication skills around clinical assessment.
- Learning Outcomes On successful completion of this unit, students will be able to:
  • Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances;
  • Demonstrate developing skills in psychological assessment, integration of data, clinical formulation and decision-making;
  • Demonstrate developing skills in psychological intervention;
  • Demonstrate skills in writing psychological reports at an increasingly professional level;
  • Demonstrate a capacity to use supervision effectively;
  • Demonstrate skills in oral case presentation and in clinical discussion;
  • Demonstrate an increasing understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting.
Required Reading As for Clinic Experience and Practicum 1. Recommended Reading As advised by supervisor.
Class Contact One one-hour seminar and one 90-minute 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 conducted in the Psychology Clinic; Presentation of case material in supervision entry of own client data in Victoria University Psychology Clinic database. Satisfactory report/s from clinical supervisor/s.

APCS107 PROFESSIONAL PRACTICE ISSUES 1
Campus St Albans
Prerequisite(s) Admission to Master of Psychology course.
Content Ethical and legal frameworks for clinical practice in Australia are examined. Professional practice issues relevant to clinical practice, the APS Code of Professional Conduct and examples of ethical dilemmas will be presented.
Learning Outcomes On successful completion of this unit, students will be able to:

• Demonstrate knowledge of the law governing the practice of psychology in Victoria and other states of Australia;
• Demonstrate knowledge of the APS Code of Ethics and Current Guidelines;
• Demonstrate an awareness of the ethical and legal issues most germane to the area of clinical practice, including issues of confidentiality, the protection of minors, the notion of informed consent, responsibility to clients and to employers, and the appropriate use of psychological tests.

Required Reading Reading Pack Professional Practice Issues 1.
Recommended Reading As advised throughout the seminar.
Class Contact One 90-minute seminar 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(s) 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.

• Learning Outcomes On successful completion of this unit, students will be able to:
  • Demonstrate a knowledge of the effect of cultural differences on clinical work;
  • Demonstrate an awareness of the ethical issues in cross-cultural psychological practice;
  • Demonstrate an awareness of the principles underlying clinical practice that is sensitive to cultural values and expectations;
  • Demonstrate a knowledge of the impact of language barriers on clinical work;
  • Demonstrate an awareness of how psychologists can work with accredited interpreters in clinical settings.

Required Reading Reading Pack Professional Practice 2.
Recommended Reading To be advised.
Class Contact One 90-minute seminar per fortnight.
Assessment Assessment for this unit is ungraded - Pass or Fail. Completion of class exercises related to cultural issues.

APCS109 GROUP PROCESS

Campus St Albans
Prerequisite(s) Admission to Master 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.

• Learning Outcomes On successful completion of this unit, students will be able to:
  • Demonstrate knowledge of the field of group dynamics;
  • Demonstrate an awareness of how processes beyond awareness affect group functioning;
  • Demonstrate a developing ability to explore group process;
  • Demonstrate a working knowledge of theories of group development and dynamics.

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%.

APCS110 OBSERVATIONAL METHOD 1

Campus St Albans
Prerequisite(s) Satisfactory completion of all Year 1, semester 1 units of study.
Content This unit of study 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 unit 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 observation of infant and infant-parent interaction.

• Learning Outcomes On successful completion of this unit, students will be able to:
  • Demonstrate knowledge of theoretical frameworks for understanding infants and parent-infant relationships;
  • Demonstrate an understanding of the principles of observation;
  • Demonstrate an ability to record and report on the observation of an infant in the context of a new family constellation.

Required Reading Reading Pack Observational Methods 1 - Infancy Readings.
Recommended Reading To be advised.
Class Contact One 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.

APCS111 INTRODUCTION TO CLINICAL PSYCHOPATHOLOGY AND NEUROPSYCHOLOGY

Campus St Albans
Prerequisite(s) Admission to Master 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-IV-TR and ICD-10) to clinical practice. Child and adult disorders according to DSM-IV-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.

• Learning Outcomes On successful completion of this unit, students will be able to:
  • Demonstrate an understanding of the DSM-IV-TR diagnostic classification system and critically discuss its relevance to clinical practice;
  • Demonstrate knowledge of the DSM-IV-TR diagnostic criteria for a range of psychological disorders in children and adults;
  • Apply DSM-IV-TR diagnostic criteria, consider differential diagnoses and report the rationale for arriving at a particular diagnosis;
  • Demonstrate an awareness of the conceptual and methodological approach in clinical neuropsychology;
  • Demonstrate an understanding of the relationship between brain structure and function for a range of neuropsychological and psychiatric disorders in children and adults;
  • Demonstrate knowledge of symptom presentation and impairments associated with a range of neuropsychological disorders in children and adults.

Class Contact Two 90-minute seminars per week for one semester.
Assessment Examination 70%; In class tests 30%. EWL 2500 words.

APCS112 CLINICAL THEORIES 1

Campus St Albans
Prerequisite(s) Satisfactory completion of all Year 1, semester 1 units of study.
Content This unit of study will involve an introduction to, and discussion of, the main components, theories and concepts involved in three of the major therapeutic approaches - psychodynamic, family systems and cognitive behavioural.

• Learning Outcomes On successful completion of this unit, students will be able to:
  • Demonstrate an understanding of key psychodynamic, family systems, and cognitive behavioural concepts and theory;
  • Demonstrate ability to understand, evaluate, synthesise and write about information from a range of sources, and perspectives;
  • Demonstrate ability to conceptualise, plan, and report on case formulation and treatment planning from a cognitive behavioural perspective.

Required Reading Clinical Theory 1 Reading Pack.
**APC6101 RESEARCH PROJECT 3A**

**Campus** St Albans  
**Prerequisite(s)** Satisfactory completion of Research Project 2.  
**Content** Individual supervision will provide guidance on conducting clinical research and literature in the students’ area of research.  
- Learning Outcomes: On successful completion of this unit, students will be able to:  
  - Demonstrate appropriate progress on their research project — eg. completion of data collection and statistical analysis.  
**Required Reading** As advised by supervisor.  
**Recommended Reading** To be advised by supervisor.  
**Assessment** Assessment for this unit of study is ungraded - Pass or Fail. Submission of Research Progress Report.

**APC6102 RESEARCH PROJECT 4A**

**Campus** St Albans  
**Prerequisite(s)** Satisfactory completion of Research Project 3A.  
**Content** Individual supervision will provide guidance on conducting and writing up clinical research.  
- Learning Outcomes: On successful completion of this unit, students will be able to:  
  - Demonstrate an ability to write up a report of their research project in the required format.  
**Required Reading** As advised.  
**Recommended Reading** To be advised.  
**Class Contact** Individual supervision of one hour per fortnight for one semester and one one-hour workshop per fortnight.  
**Assessment** Assessment for this unit of study is ungraded - Pass or Fail. The student will be required to submit their research in either traditional thesis form (15000 words) or as a literature review and a report in journal article format (approximately 15000 words in total).

**APC6103 RESEARCH PROJECT 3B**

**Campus** St Albans  
**Prerequisite(s)**  
**Content** Individual supervision will provide guidance on conducting clinical research and literature in the students’ area of research. If required, supervision will also provide guidance on the expansion of the project to meet doctoral requirements and resubmission of the amendments to Ethics Committees.  
- Learning Outcomes: On successful completion of this unit, students will be able to:  
  - Demonstrate appropriate progress on their research project — eg. commencement of data collection.  
**Required Reading** As advised by supervisor.  
**Recommended Reading** To be advised.  
**Class Contact** Fortnightly individual supervision.  
**Assessment** Assessment for this unit of study is ungraded — Satisfactory or Unsatisfactory. Submission of Research Progress Report.

**APC6104 RESEARCH PROJECT 4B**

**Campus** St Albans  
**Prerequisite(s)** Satisfactory completion of Research Project 3B.  
**Content** Individual supervision will provide guidance on conducting the clinical research and will address any practical problems that arise in regard to data collection.  
- Learning Outcomes: On successful completion of this unit, students will be able to:  
  - Demonstrate appropriate progress on their research project eg. completion of data collection.  
**Required Reading** As advised by supervisor.  
**Recommended Reading** To be advised.  
**Class Contact** One one-hour individual supervision per fortnight and one 90-minute workshop per fortnight.  
**Assessment** Assessment for this unit of study is ungraded - Satisfactory/ Unsatisfactory. Submission of research progress report.

**APC6105 CLINICAL THEORIES 2**

**Campus** St Albans  
**Prerequisite(s)** Satisfactory completion of Clinical Theories 1.  
**Content** This unit comprises a study of theoretical concepts central to psychodynamic practice and a study of the phenomenology and theory of psychological disorders. The presentation of psychodynamic theory includes a focus on concepts such as transference and counter-transference, symptom and defence, resistance, interpretation and termination. This is complemented by a study of the phenomenology of anxiety, depression, psychosis, personality disorder and psycho-physiological disorders, as well as suicidality, self-harm and aggression.  
- Learning Outcomes: On successful completion of this unit, students will be able to:  
  - Demonstrate an understanding of care psychodynamic concepts relevant to psychotherapeutic practice;  
  - Use psychodynamic concepts to discuss phenomena in the therapeutic process;  
  - Demonstrate an understanding of the phenomenology of a range of clinical presentations;  
  - Discuss the conceptualisations of various disorders in the psychological literature, considering implications for practice.  
**Required Reading** Reading Pack Clinical Theories 2.  
**Recommended Reading** To be advised.  
**Class Contact** Two 90-minute seminars per week.  
**Assessment** Two seminar presentations (ungraded); Essay 100%.

**APC6106 CLINICAL THEORIES 3**

**Campus** St Albans  
**Prerequisite(s)** Satisfactory completion of Clinical Theories 2.  
**Content** This unit involves presentation and discussion of varieties of family systems theory.  
- Learning Outcomes: On successful completion of this unit, students will be able to:  
  - Demonstrate an understanding of family systems theory and of therapy with families, couples and groups;  
  - Demonstrate an understanding of the conceptualisation and effectiveness of psychological treatments with families, couples and groups;  
  - Demonstrate an ability to understand, evaluate and synthesise information from a range of sources and theoretical perspectives.  
**Required Reading** Reading Pack Clinical Theories 3.  
**Recommended Reading** To be advised.  
**Class Contact** Two 90-minute seminars per week for one semester.  
**Assessment** One class presentation (ungraded) Pass or Fail; One 2000 word essay 100%.

**APC6107 OBSERVATIONAL METHOD 2 - CHILDHOOD**

**Campus** St Albans  
**Prerequisite(s)** Satisfactory completion of Observational Method 1: Infancy.  
**Content** This unit of study 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 a consideration of how educational, community and cultural milieus facilitate development in childhood. Students will undertake observations of normal children at critical stages of development in non-clinical settings.  
- Learning Outcomes: On successful completion of this unit, students will be able to:  
  - Demonstrate a practical grasp of stages of normal child development;  
  - Demonstrate an ability to link observations with relevant conceptual frameworks;  
  - Demonstrate an understanding of the normal range of individual differences occurring at various key stages of development;  
  - Demonstrate an understanding of the relevance of peer group interaction at various stages of development;  
  - Demonstrate an understanding of the role of community institutions in fostering the cognitive, emotional and social development of children;  
  - Demonstrate an ability to apply observation skills in naturalistic settings.  
**Required Reading** Observational Method 2 Reading Pack.  
**Recommended Reading** To be advised.  
**Class Contact** Observations of children conducted during the semester.  
**Assessment** Class presentations of observations. Log book of observations and commentaries- 60% One essay - 40%. EWL 2500 words.
APC6108 OBSERVATIONAL METHOD 3: ADOLESCENCE AND ADULTHOOD
Campus: St Albans
Prerequisite(s): Satisfactory completion of Observational Method 2: Childhood.
Content: This unit of study will present theoretical frameworks for understanding the phases of adolescence 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 - a public place and at school. Field observations of groups of older adults will be undertaken in a recreational setting (e.g. a retirement village function, senior citizens’ meetings, bowls clubhouse function) and also an observation in a special accommodation or a hospice situation.
• Learning Outcomes: On successful completion of this unit, students will be able to:
  - Demonstrate consolidation of observational skills with a range of stages in adolescence and adulthood;
  - Discuss major relevant theoretical frameworks concerning physiological, cognitive emotional and social development during adolescence and adulthood and relate those to field observations;
  - Demonstrate a practical grasp of the phases of normal adolescent and adult development and an appreciation of individual differences;
  - Outline the main dimensions of adolescent and later adult life and link these to commonly identified phases of adolescence and adulthood;
  - Demonstrate an understanding of the connections between the dimensions and phases of adolescence and later adult life and community functioning.
Required Reading: Observational Method 3 Reading Pack.
Recommended Reading: To be advised.
Class Contact: One one-hour seminar per week for one semester, observations of adolescents and older adults conducted during the semester.
Assessment: Assessment for this unit of study is ungraded - Pass or Fail. Class presentations of observations. Log book of observations and commentaries (ungraded).

APC6109 CLINICAL EXPERIENCE AND PRACTICUM 3
Campus: St Albans
Prerequisite(s): 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.
• Learning Outcomes: On successful completion of this unit, students will be able to:
  - Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances;
  - Demonstrate developing skills in psychological assessment, integration of data, clinical formulation and decision-making;
  - Demonstrate developing skills in psychological intervention;
  - Demonstrate skills in writing psychological reports at an increasingly professional level;
  - Demonstrate a capacity to use supervision effectively;
  - Demonstrate skills in oral case presentation and in clinical discussion;
  - Demonstrate an increasing understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting.
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 - Satisfactory or Unsatisfactory.
Submission of one Victoria University Psychology Clinic report; Presentation of clinical material in individual, small and large group supervision; Entry of own client data in Psychology Clinic database.

APC6110 CLINICAL EXPERIENCE AND PRACTICUM 4
Campus: St Albans
Prerequisite(s): 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 units.
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.
• Learning Outcomes: On successful completion of this unit, students will be able to:
  - Demonstrate an understanding of the key principles and processes within the clinical psychology process;
  - Demonstrate an ability to conceptualise, plan and enact effective clinical psychology treatments, from the initial stage of client contact to the conclusion of the psychological treatment;

APC6111 CLINICAL PSYCHOLOGY SKILLS 1
Campus: St Albans
Prerequisite(s): Satisfactory completion of all Year 1 units of study.
Content: This unit of study will cover the range of cognitive behavioural therapy skills, with a focus on developments within the cognitive behavioural approach, and an understanding and developing advanced cognitive behavioural skills.
• Learning Outcomes: On successful completion of this unit, students will be able to:
  - Demonstrate an understanding of cognitive behavioural theory and therapy, including of contemporary and advanced developments in the field and in practice;
  - Demonstrate an ability to conceptualise, plan, enact and report on effective clinical psychology treatments using a cognitive behavioural approach;
  - Demonstrate an understanding of the evidence-base of cognitive behavioural therapies, and of how this relates to treatment planning;
  - Demonstrate an ability to understand, evaluate and synthesise information from a range of sources.
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 unit of study is ungraded - Pass or Fail. Submission of a report of a treatment plan and intervention using cognitive behavioural therapy; Completed class exercises related to cognitive behavioural therapy and treatment planning.

APC6112 CLINICAL PSYCHOLOGY SKILLS 2
Campus: St Albans
Prerequisite(s): Satisfactory completion of Clinical Psychology Skills 1.
Content: This unit of study focuses on and integrates the key clinical psychology skills. It covers the clinical psychology process from referral, assessment, diagnosis, formulation, treatment planning and decision-making, treatment, ongoing monitoring and evaluation of treatment, and issues to do with concluding the therapy process. Clinical decision-making (especially in relation to intervention goals) through the integration of interpretations of observation, test and interview data will be covered. There will also be a focus on various aspects of assessment and interventions in different settings. Key concepts and principles within clinical psychology practice will be reviewed and extended.
• Learning Outcomes: On successful completion of this unit, students will be able to:
  - Demonstrate an understanding of the key principles and processes within the clinical psychology process;

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• Demonstrate an understanding of, and ability to use and to report on, the skills used in providing clinical psychology services;
• Demonstrate an ability to understand, evaluate and synthesise information from a range of sources.

**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(s)** Satisfactory completion of Professional Practice Issues 2.

**Content** This unit of study 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 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(s)** Satisfactory completion of Professional Practice Issues 3.

**Content** This unit of study 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.

### 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.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate appropriate progress of their research project eg. completion of statistical analysis of data, commencement of writing up of thesis in required format.

**Required Reading** As advised by supervisor.

**Recommended Reading** As advised by supervisor.

**Class Contact** Fortnightly individual supervision.

**Assessment** Submission of research progress report.

### APC7102 RESEARCH PROJECT 6

**Campus** St Albans

**Prerequisite(s)** Satisfactory completion of Research Project 5.

**Content** The content in this unit of study is that which is appropriate to the topic of each individual student’s thesis.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate an ability to write up a report of their research project in the required thesis format.

**Required Reading** To be advised.

**Recommended Reading** To be advised.

**Class Contact** Fortnightly individual supervision.

**Assessment** Assessment for this unit of study will be ungraded - Pass or Fail. The student is required to submit a thesis of 40,000 words. The thesis will be examined by two suitably qualified external examiners.

### APC7103 CLINICAL EXPERIENCE AND PRACTICUM 5

**Campus** St Albans

**Prerequisite(s)** Satisfactory completion of all Year 2 units of study.

**Content** Advanced supervised intern experience in a clinical setting beyond the university. The student will be expected to work across a range of clinical psychology activities, including assessment and intervention in general and specialised areas. Students will continue with a clinical case load in the Victoria University Psychology Clinic and receive individual and group supervision for that work.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances;

- Demonstrate advanced skills in psychological assessment, integration of data, clinical formulation and decision-making;

- Demonstrate further development of skills in psychological intervention;

- Demonstrate skills in writing psychological reports at an increasingly professional level;

- Demonstrate a capacity to use supervision effectively;

- Demonstrate skills in oral case presentation and in clinical discussion;

- Demonstrate an increasing capacity to work independently as a clinical psychologist in a multidisciplinary clinical setting.

**Required Reading** As advised by clinical supervisors. Clinical Psychology Practicum 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 two hours of face-to-face VUPC client contact per week (on average).

**Assessment** Assessment for this unit of study will be ungraded - Pass or Fail. Weekly log book and end of placement report from the field supervisor; Case presentations in individual, small/large group supervision; One written report for clients from Victoria University Psychology Clinic; Entry of own client data in Victoria University Psychology Clinic database.

### APC7104 CLINICAL PRACTICUM 6

**Campus** St Albans

**Prerequisite(s)** Satisfactory completion of all previous Clinic Experience and Practicum units of study.

**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.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances;

- Demonstrate advanced skills in psychological assessment, integration of data, clinical formulation and decision-making;

- Demonstrate further development of skills in psychological intervention;

- Demonstrate an ability to write psychological reports at a professional level;

- Demonstrate a capacity to use supervision effectively;

- Demonstrate skills in oral case presentation and in clinical discussion;

- Demonstrate a capacity to work independently as a clinical psychologist in a multidisciplinary clinical setting.

**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 two hours of face-to-face VUPC client contact per week (on average).

**Assessment** Assessment for this unit of study will be ungraded - Pass or Fail. Weekly log book and end of placement report from the field supervisor; Case presentations in individual, small/large group supervision; One written report for clients from Victoria University Psychology Clinic; Entry of own client data in Victoria University Psychology Clinic database.

### APC7107 ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 1

**Campus** St Albans

**Prerequisite(s)** Satisfactory completion of all Year 2 units of study.

**Content** This unit of study is designed to provide students with an opportunity to explore critically at an advanced level, research and theoretical issues relating to practice in clinical psychology. The specific focus is on further understanding of modes of therapy, comparative theoretical approaches and critical appraisal of available methodologies for empirical investigation. There is also an emphasis on particular aspects of clinical practice including the processes of change and resistance as they emerge in the course of therapy.
• Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate an ability to undertake critical appraisal of evidence-based intervention in clinical psychology practice;
  - Demonstrate advanced knowledge of theoretical concepts associated with therapeutic models;
  - Demonstrate further understanding of and familiarity with various modes of therapy.

Required Reading
Reading Pack for 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. Students will be required to submit a research proposal.

APC7108 ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 2

Campus: St Albans

Prerequisite(s)
Satisfactory completion of all Year 3 semester 1 units of study.

Content
This unit of study 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.

• Learning Outcomes
  - On successful completion of this unit, students will be able to: Demonstrate an understanding of the application of clinical psychology within general health settings;
  - Demonstrate an ability to apply clinical skills in various modes of therapy;
  - Demonstrate an understanding of the principles of supervision in clinical psychology.

Required Reading
Reading Pack for Advanced Clinical Psychology Theory and Practice 2.

Recommended Reading
To be advised.

Class Contact
One 90-minute seminar per week for one semester.

Assessment
Assessment for this unit will be ungraded - Pass or Fail. Students will be required to conduct and report on a clinical intervention.

APH4011 PSYCHOLOGY IN PRACTICE

Campus: St Albans

Prerequisite(s)
Admission into Honours or Postgraduate Diploma in Psychology.

Content
This unit will introduce students to the diverse nature of the profession, the various functions, roles and duties performed by psychologists and explore the ethical and professional conduct required of them as psychologists.

• Learning Outcomes
  - On successful completion of this unit, students are expected to be able to: Identify the diverse forms of employment for the profession;
  - Outline various functions, roles and duties performed by psychologists;
  - Discuss the ethical and professional conduct required by them in their professional career;
  - Discuss the importance of supervision throughout their professional career in particular during the first few years of their professional careers.

Required Reading

Recommended Reading
Students should obtain copies of the Australian Psychological Society Code of Ethics and Ethical Guidelines and access the Psychologist Registration Act 2005. Students should make themselves familiar with the Australian Psychological Society via www.psychology.org.au and with the Psychologists Registration Board of Victoria via www.psychreg.vic.gov.au.

Class Contact
One hour per week for 12 weeks or two hours per week for six weeks.

Assessment
Group presentation based on field exercise 40%; Examination 60% (EWL 1500 words).

APH4012 RESEARCH THESIS

Campus: St Albans

Prerequisite(s)
Admission into Honours or Postgraduate Diploma in Psychology.

Content
This unit of study is designed to provide students with experience in planning, conducting and reporting a research project. The broad aim is to promote the development of the student as an independent researcher. The area of content is expected to reflect the student’s and staff member’s area of interest. Students will design and carry out an independent investigation and report their findings in a thesis or research report of 8,000 to 12,000 words. The thesis is a compulsory component completed over two semesters via enrolment in this unit and APH4015 Extended Research Thesis.

The time allocation of this unit for a full-time student should reflect one-third of the total course time during the semester.

• Learning Outcomes
  - On successful completion of this unit, students are expected to be able to: Construct a research problem and question;
  - Review relevant literature;
  - Determine appropriate methods and ethical considerations.

Required Reading
To be advised by lecturer.

Class Contact
No scheduled classes.

Assessment
Research thesis of approximately 8,000 to 12,000 words.

APH4015 EXTENDED RESEARCH THESIS

Campus: St Albans

Prerequisite(s)
Admission to Honours in Psychology or Graduate Diploma in Psychology.

Content
This unit of study is designed to provide students with experience in planning, conducting and reporting a research project. The broad aim is to promote the development of the student as an independent researcher. The area of content is expected to reflect the student’s and staff member’s area of interest. Students will design and carry out an independent investigation and report their findings in a thesis of 8,000 to 12,000 words. The thesis is a compulsory component completed over two semesters via enrolment in this unit of study and APH4010 Research Thesis.

The time allocation of this unit for a full-time student should reflect one-third of the total course time during the semester.

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

- Gather and analyse data using relevant quantitative or qualitative techniques;
- Report and discuss the findings in the context of the literature review;
- Critically evaluate the research methodology and findings;
- Present the research in a formal thesis or research report normally between 8,000 and 12,000 words.

Required Reading
To be advised by lecturer.

Class Contact
No scheduled classes.

Assessment
Research thesis of approximately 8,000 to 12,000 words.

APH4027 SOCIAL RESEARCH METHODS IN CONTEXT A

Campus: Footscray Park

Prerequisite(s)
Admission into Honours or Postgraduate Diploma in Psychology.

Content
On completion of this unit of study, students will be able to: understand the potential uses of quantitative methods; recognise appropriate applications of analysis of variance and regression procedures; analyse data (using sophisticated statistical computer packages) by analysis of variance and regression; and utilise the use of these methods in attending to ethical issues and also within the establishment of a research project.

Learning Outcomes
On successful completion of this unit, students are expected to be able to: Demonstrate understanding of the aspects of research, philosophical and theoretical issues in social science;
- Appreciate and show familiarity with the range of quantitative methods that may be used in social research;
- Demonstrate understanding of quantitative methods including design, data analysis and presentation;
- Explain the potential uses of quantitative methods;
- Recognise appropriate applications of analysis of variance and multiple regression procedures;
- Use data analysis using difference of means test (t-tests), analysis of variance and regression techniques;
- Demonstrate understanding of the ethical issues associated with the use of quantitative methods.

Required Reading

Recommended Reading
APPH028 SOCIAL RESEARCH METHODS IN CONTEXT B
Campus Footscray Park
Prerequisite(s) Admission into Honours or Postgraduate Diploma in Psychology.
Content Qualitative methods will be explored, as well as addressing practical aspects of research, and philosophical and theoretical issues in social science, as an integral aspect of the discussion. It will look beyond strategies for data collection (methods) to consider the importance of epistemology, methodology and ethics in conducting qualitative research. This will include exploring the different assumptions that inform qualitative methodologies, the implications for knowledge claims and for report writing.
• Learning Outcomes On successful completion of this unit, students are expected to be able to: List the values, principles, and assumptions that underpin different forms of research;
• Explain the connections between epistemology, methodology and methods;
• Frame research questions suitable for qualitative inquiry and select appropriate data gathering techniques;
• Critically evaluate a published qualitative research article;
• Present in writing findings from a small research project.
Recommended Reading To be advised by lecturer.
Class Contact Two hours per week.
Assessment Group presentation on a selected approach in qualitative methods 20%; Individual research plans 50%; End-of-semester test 30% (EWL 1500 words).

APPH035 ADVANCED RESEARCH METHODS
Campus Footscray Park
Prerequisite(s) APS2030 Qualitative Research Methods; APS2040 Quantitative Research Methods.
Content This unit of study will include: epistemological considerations and assumptions underlying the choice of a research strategy; an introduction to the various qualitative methods including phenomenological and ethnographic; an examination of the ethical aspects of this research and method of report writing; introduction to multivariate statistical analysis; review and utilisation of principal component analysis, factor analysis of variance (MANOVA) and multivariate analysis of co-variance (MANCOVA) and discriminative analysis.
• Learning Outcomes On successful completion of this unit, students will be able to: Understand the theoretical frameworks social research methodologists use to explain human cultural and individual diversity;
• Understand why these frameworks emerged and their relative strengths and weaknesses;
• Identify the challenges facing social researchers today;
• Understand how social research methodologies have grown and changed in interactive encounters with the issues of examination and study;
• Critically examine various methodologies and understand and communicate how each may interact with the study of important psychological issues (within its various domains eg. cultural, organisational) in society today.
Recommended Reading To be advised by lecturer.
Class Contact One two-hour lecture and one two-hour laboratory session per week.
Assessment Qualitative field study (group assignment) 15%; Qualitative research journal 10%; Quantitative lab assignments 25%; Final examination 50%.

APPH050 CURRENT ISSUES IN PSYCHOLOGY A
Campus St Albans
Prerequisite(s) Admission to a graduate program in the School of Psychology.
Content To be determined on a year-by-year basis by the staff concerned. This unit of study will develop students’ knowledge and conceptual abilities in an area of psychology. The content of the unit of study will include current issues in a designated field, consistent with staff expertise and availability.
• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate an understanding of, and be able to discuss, theoretical, conceptual and methodological considerations in the chosen topic area.
Required Reading To be advised by lecturer.
Class Contact Two hours per week for one semester comprising lectures and seminar classes.
Assessment Practical assignment 50%; Essay 50%.

APPH061 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR
Campus City Flinders
Prerequisite(s) Admission to a graduate program in the School of Psychology.
Content This unit of study will develop students’ knowledge base and conceptual abilities in an area of applied psychology. The content of the unit will be current issues in a designated field, consistent with staff expertise and availability.
Learning Outcomes On successful completion of this unit, students will be able to:
• Understand the principles that underpin CBT interventions;
• Conceptualise client issues from a CBT perspective;
• Apply skills associated with working in a CBT framework;
• Identify a range of professional literature that examines CBT practices.
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%.

APPH071 PROFESSIONAL ORIENTATION (PSYCHOLOGICAL ASSESSMENT)
Campus St Albans
Prerequisite(s) Admission to Honours in Psychology, Graduate Diploma in Psychology.
Content This unit of study is a compulsory component which is designed to develop students understanding of the principles and practice of psychological assessment. Topics will include the assessment interview, formal assessment techniques, principles of report-writing and the significance of the interpersonal and socio-cultural context in which assessment takes place. One structured cognitive assessment technique (eg WAIS or WISC) will be selected for more detailed study.
• Learning Outcomes On successful completion of this unit, students are expected to be able to: On successful completion of this unit, students will be able to:
• Show an understanding of the purpose of assessment and how it is used in a variety of settings;
• Demonstrate an understanding of the interview and its role in a range of assessment settings;
• Demonstrate a foundational knowledge of assessment protocols and formal assessment processes;
• Administer one structured cognitive assessment (eg WAIS or WISC);
• Write a report on the administration of a cognitive assessment;
• Discuss the significance of interpersonal process and socio-cultural context in assessment.
Recommended Reading To be advised by lecturer.
Class Contact Two hours per week.
Assessment Two computer-based SPSS exams 50% each (EWL 3000 words).

APPM501 FOUNDATIONS OF COMMUNITY PSYCHOLOGY
Campus Footscray Park
Prerequisite(s) Admission to the Master of Applied Psychology, or consent of the Co-ordinator.
Content This unit of study will include: history of community psychology; development of community mental health; community psychology in Australia and New Zealand; deinstitutionalisation and community delivery of services; psychology’s role in use of knowledge for social justice. Philosophical underpinnings; ‘medical’ model of service delivery; power relationships; cultural relativism; blaming the victim; community control of services. Levels of analysis; levels of prevention; prevention strategies; skills and competencies; deficit models versus competencies; psychological sense of community.
Required Reading To be advised by lecturer.
APM5003 QUALITATIVE RESEARCH METHODS
Campus Footscray Park
Prerequisite(s) Admission to the Master of Applied Psychology or consent of Co-ordinator.
Content This unit of study will include: psychological characteristics and sport behaviour; personality and sports involvement; personality and sports performance. Anxiety and sport behaviour: anxiety, arousal and stress; causes of anxiety; consequences of anxiety; anxiety and performance. Motivation in sport: participation motivation; achievement orientations; intrinsic and extrinsic motivation. Special groups in sport: group dynamics and social influence; cohesion-performance relationships; social influence process; leadership in sport.
Required Reading To be advised by lecturer.
Class Contact Three hours per week for one semester.
Assessment Qualitative research proposal 50%; Seminar presentation 25%; Meta-evaluation (2000 words) 25%. (Subject to change).

APM5005 CURRENT ISSUES IN SPORT PSYCHOLOGY
Campus Footscray Park
Prerequisite(s) Admission to the Master of Applied Psychology, or consent of Co-ordinator.
Content This unit of study will include: psychological characteristics and sport behaviour; personality and sports involvement; personality and sports performance. Anxiety and sport behaviour: anxiety, arousal and stress; causes of anxiety; consequences of anxiety; anxiety and performance. Motivation in sport: participation motivation; achievement orientations; intrinsic and extrinsic motivation. Special groups in sport: group dynamics and social influence; cohesion-performance relationships; social influence process; leadership in sport.
Required Reading To be advised by lecturer.
Class Contact Three hours per week for one semester.
Assessment Assignment 50%; Examination 50%. (Subject to change).

APM5008 APPLIED SPORT AND EXERCISE PSYCHOLOGY
Campus Footscray Park
Prerequisite(s) APM5005 Current Issues in Sport Psychology.
Content This unit of study will include: defining applied sport and exercise psychology; historical background; the relationship between sport psychology research and practice; the scientist-practitioner model. Psychological variables influencing performance: core athlete/exerciser skills and strategies; self-confidence; motivation/goal-setting; stress management; self-talk and thoughts; imagery; concentration and attention; competition/situation planning; core non-performance psychological skills, concerns and strategies for athletes and exercisers; personal self-esteem; interpersonal conflicts; eating disorders; substance abuse; psychological recovery from injuries; career termination/planning; crisis management/intervention. Future directions in applied sport and exercise; psychological research and practice; future service directions; future research directions.
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, involving an in-depth examination of the area); theoretrical, research and practical applications are to be addressed; a 20-minute presentation to the class will be given on the essay topic) 50%; Examination (a final written examination, covering all aspects of the unit of study, will form the second component of evaluation) 50%. (Subject to change).

APM5009 PSYCHOLOGICAL PRACTICE 1
Campus Footscray Park
Prerequisite(s) Admission to Master of Applied Psychology.
Content This unit of study will include: systems and contexts on practice. Government and non-government welfare, education, industrial, sporting, health and mental health systems in Victoria; impact of systems upon public; legal position of psychologists in overall context - registration and restrictions on practice governed by the Psychologist's Registration Act and the Psychological Practices Act. Ethical Standards and Action. APS Code of Professional Conduct; professional responsibility; protection of minors; confidentiality and its limitations; informed consent - adults, adolescents and children; responsibility to employers and client; appropriate use of psychological tests; legal considerations and ethical dilemmas; knowing one's limitations; ongoing supervision; accountability - appropriate action, consultation and note-taking. Collaborative work. Referral and cross-referal 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%.

APM5013 QUANTITATIVE RESEARCH METHODS
Campus Footscray Park
Prerequisite(s) APM5003 Qualitative Research Methods.
Content This unit of study includes: statistics review; inferential statistics; parametric and non-parametric statistics; univariate and multivariate statistics; repeated measures and independent groups; regression and multiple regression; LISREL and path analysis. Interpretation and presentation of data. Examination of published research papers; papers selected from relevant disciplines; critical analysis of research argument, hypotheses, methods, analysis, interpretation and conclusions; illustration of journal referee process; the social responsibility of researchers.
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).

APM5015 COMMUNITY DEVELOPMENT SKILLS
Campus Footscray Park
Prerequisite(s) Admission to the Master of Applied Psychology or consent of the Co-ordinator.
Content This unit of study will include: history and theory; history of community development in Australia; relationships between community development and community psychology. Roles in community groups; membership issues and problem 'ownership'; the nature of power in community groups. Funding sources and grant writing; means of discovering sources of funds; appropriate strategies for applying; financial management responsibilities; lobbying and information transfer; identification of key lobby strategies; identifying key lobby targets; structure of the argument; use of the media; community development plans. Training community groups; identification of training needs; delivery of information in appropriate means; learning from community members; training as an empowering activity.
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).

APM5017 PSYCHOLOGICAL PRACTICE 2
Campus Footscray Park
Prerequisite(s) APM5009 Psychological Practice 1.
Content This unit of study focuses on approaches to the assessment of client characteristics and the implications of this assessment for the selection of appropriate interventions. The generic features of assessing the status of individuals, groups and larger social systems are emphasised. Models of psychological health and normality used to diagnose the client system are explored as the basis for professional judgement. Tests, measures and other indicators of client characteristics are examined.
as means to specifying, confirming and/or modifying the initial assessment of the client’s needs. The validity, reliability and utility of these different measures are scrutinised. Consent, interpretation and reporting practices are emphasised. **Required Reading To be advised by lecturer.**

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

**Assessment** Essay 50%; Field report 50%.

### 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** This unit of study will include: translation of classroom content to the applied setting; legal and ethical issues in the practice of professional psychology; competing roles and priority setting in the professional agency; developing one’s ‘place’ as a professional psychologist; troubleshooting problems in the professional psychology setting.

**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.

### APM6002 Community Psychology Interventions

**Campus** Footscray Park

**Prerequisite(s)** Nil.

**Content** This unit of study will include: levels of analysis; intra-psychic interpretations; family and small groups; organisational level issues; broad community contexts. Prevention strategies; primary prevention programs; secondary prevention strategies; tertiary prevention strategies; individual level interventions; psychiatric therapy, drugs, etc; clinical and counselling psychology; skills training; small group interventions; family therapy approaches; educational approaches in groups; social support groups and networks; roles of psychologists in support groups. Larger group interventions; group structure and redesign; community development strategies; social policy and program implementation and evaluation. Selection of interventions; multiple levels of intervention; selecting the greatest impact of unintended consequences; iatrogenic effects.

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

**Class Contact** Two hours per week for one semester.

**Assessment** Three intervention plans 100%. (Subject to change).

### APM6003 Professional Practice in Applied Sport Psychology

**Campus** Footscray Park

**Prerequisite(s)** Nil.

**Content** This unit of study includes: professional practice in applied sport psychology; the nature of the profession; defining a profession, criteria for a profession; sport psychology: a profession?; certifying sport psychology professionals. Designing psychological skills training programs and interventions; acting as a psychosocial change agent; interventions; conducting psychological skills intervention research and evaluations. Effective consultants and consulting; characteristics of effective versus ineffective sport psychology consultants; presentation skills and formats; role-playing and observational learning experiences. The special case of coach education. Working with teams in sport psychology. Overcoming common sport psychological consulting problems; lack of client adherence; making referrals; dealing with unco-operative clients.

**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).

### 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 unit will draw on the large body of process research. Students will have the opportunity to learn specific therapeutic techniques and when and where to apply those techniques.

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

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

**Assessment** Essay 50%; Video tape and report 50%.

### APM6021 Practicum 2

**Campus** Footscray Park

**Prerequisite(s)** APM5021 Practicum 1 or consent of Co-ordinator.

**Content** This unit of study is designed to provide students with field experience in a specialist setting. Class content will include: ethical and legal issues relating to specialist practice; translation of theories to the specialist applied setting; troubleshooting practical problems arising on placement; and determining the appropriate use of specialist and generalist skills.

**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.

### APM6030 Thesis Research

**Campus** Footscray Park

**Prerequisite(s)** APM5003 Qualitative Research Methods, APM5013 Quantitative Research Methods.

**Content** This unit of study is designed to provide students with experience in planning, conducting, analysing and reporting a master 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** This unit of study will include: The field of health psychology; historical and conceptual perspectives; models of health care; medical and psychological ethics; politics of health. The relationship between mind and body: dualism versus monism; interaction of psychological and physical aspects in pain and stress. Adaptation to illness/injury; psychosocial aspects of chronic illness; critical evaluation of personality; health literature; social nature illness; pain management. Practitioner-patient communication; dynamics of receiving and providing health care; the role of communication in care; women as patients. The health system; community and institutional care; health maintenance; lifestyles; prevention issues; health education. Substance abuse; addiction, bio-psychosocial perspective; alcohol use; abuse of prescription drugs.

**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** This unit of study will include: Participant-observer; evaluator; consultant; researcher; change agent; planner-designer; networker, trainer, negotiator, facilitator; intervenor. Exploring settings: community service agency, public sector bureaucracies; policy-making bodies, community-based groups and collectives; education and information services, industry, health service, targeted services eg. women’s health. Negotiating a learning contract: specialist skills training, agency visits, interviews with practising community psychologists and consumers; production of a piece of work for specific audiences. Formulation of a professional practice plan.

**Required Reading** To be advised by lecturer.
APM6045 PSYCHOLOGICAL PRACTICE 4S
Campus Footscray Park
Prerequisite(s) APM6008 Psychology Practice 3; APM6003 Professional Practice in Applied Sport Psychology.
Content This unit of study will include: ethics in applied sport psychology; training and certification standards, boundaries of practice, consulting ethics. Professional practice issues; getting started, initiating a practice; charging for services/billing clients. Issues in applied sport psychology consulting, evaluating psychological skills training programs, developing strategies for gaining entry; enhancing client adherence. Self-evaluation and planning; identifying personal strengths and weaknesses as a consultant; strategies for developing consulting skills; targeting your audience; formulation of professional personal practice plan.
Required Reading To be advised by lecturer.
Class Contact One 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 unit of study will provide students with extended knowledge of specialist psychological practice settings, and the roles and responsibilities taken by professional psychologists in these settings. As well, it is designed to integrate academic learning with professional applications. Work will be carried out on tasks and activities negotiated with the placement supervisor and approved by university staff.
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 unit of study is designed to apply theories and principles of health and community psychology to fieldwork in community settings. Special emphasis will be given to social health issues impacting on the western region of Melbourne. The focus will be on community-based strategies such as self-help, consumer participation and illness prevention, and social policy initiatives in health promotion and public administration contexts. Relevant roles and skills for applied psychologists, such as group facilitation and training, networking and advocacy, consultation, submission writing, program implementation and evaluation will be developed by involvement in group and individual projects.
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 unit of study is a continuation of the same project undertaken in APM6030 Thesis Research. In this particular unit of study however, students are expected to devote proportionately more of their study time to completing their research project than during other semesters. The unit of study is designed to provide students with the experience in planning, conducting, analysing and reporting a major research project in their area of interest. The thesis will be of the same quality as a Master degree by research, but the scope of the research will be smaller.
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 One 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.

APM6076 ADVANCED READING UNIT B
Campus Footscray Park
Prerequisite(s) APM6080 Advanced Reading Unit.
Content This unit of study will reflect the core area of applied psychology. It will cover key aspects of the area in greater depth. Focus will be on integration of materials, interpretations of events and application of appropriate interventions.
• Learning Outcomes On successful completion of this unit, students will be able to: Apply in-depth knowledge to key aspects of their core area;
• Analyse and apply new knowledge;
• Use case studies and other methods in order to convey to an audience the importance, impacts and interventions in area of applied psychology.
Required Reading Required readings will be advised by lecturers. These will depend upon the students’ core area and the specific theoretical area being explored.
Recommended Reading To be advised by lecturer.
Class Contact One two-hour class per fortnight.
Assessment Presentation on problem in area of applied psychology 40%; Essay on a second problem area 60%.

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 the 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 analysed against evidence-based criteria. Selected problems will be studied in-depth. The nature of the applied problems will be defined by the available teaching staff and student interests. For example, a topic might be depression or demoralisation in physical illness. The range of topics will ensure consideration of ethical issues and values, including cultural diversity.
Required Reading This unit will be based around recent publications in refereed journals and selected for quality and relevance by the lecturer. No text will be set.

Class Contact One two-hour class once a fortnight 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 an intervention and evaluating the evidence-base for any proposed intervention. Students will also submit an essay or report on a second problem of their own choosing. The report may include issues related to quality assurance mechanisms and setting benchmarks in applied psychology practice.

APM6085 PRACTICUM 5
Campus Footscray Park
Prerequisite(s) APM6075 Practicum 4.
Content Students will undertake approximately 250 hours of field placements in professional settings. The unit is experientially based, with discussion of ethical, practical and organisational issues covered.
- Learning Outcomes On successful completion of this unit, students will be able to: Understand the constraints, pressures and satisfactions which psychologists experience in their everyday work; Perform as an independent professional.

Required Reading Nil.
Recommended Reading To be advised by lecturer.
Class Contact Individual supervision - one hour per day for two days of placement. One two-hour class per fortnight.
Assessment At least two psychological case reports. Placement report based on learning contract. Report from field supervisor based on learning contract.

APM6090 DOCTORAL THESIS (RESEARCH)
Campus Footscray Park
Prerequisite(s) APM6070 Extended Thesis Research.
Content At the doctoral level, this unit of study provides students with the experience of completing the writing of a thesis reporting an applied psychology research study. The thesis will normally be 40,000 - 60,000 words in length. It will involve development of theory, data collection and analysis, or a further study beyond the project required for the Master of Applied Psychology. Completion of this unit marks the completion of the research strand of the Doctor of Applied Psychology.
- Learning Outcomes On successful completion of this unit, students will be able to: Plan a major research project; Execute data gathering, analysis and interpretation; Apply independent research skills.

Required Reading Nil.
Recommended Reading Nil.
Class Contact Individual supervision - Three one-hour seminars per semester.
Assessment Thesis (40,000 - 60,000 words) 100%. The thesis will be marked by at least two external examiners.

APP1014 INTERPERSONAL SKILLS
Campus St Albans/Footscray Park
Prerequisite(s) Nil — APP1014 is only available to students studying BPysch (I&O).
Content This unit of study will develop students’ understanding of the nature and importance of interpersonal skills in their communication with others. Topics include: self-awareness and personal interests, social perception, values, attitudes, cultural awareness, introduction to active listening skills and observation skills.
- Learning Outcomes On successful completion of this unit, students will be able to: Understand interpersonal skills necessary for effective communication; Explore practical approaches to communication; Demonstrate active communication skills; Link written evaluation of communication theories to practice; Demonstrate presentation skills.

Required Reading To be advised by lecturer.
Class Contact 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 BPysch (I&O).
Content This unit of study will introduce students to theoretical concepts relevant to working in organisational settings and to promote development of effective group membership skills. Topics include: group structure; maintenance and effectiveness;
decision-making processes and social influence; authority and power. These topics will be reviewed from a psychological perspective.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Discuss and analyse knowledge about organisational processes;
  - Identify basic organisational skills;
  - Reflect upon learning experiences and practice of basic organisational skills;
  - Write about experiences in a reflective journal.

**Required Reading**

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

**Assessment**
- Reflective journal (approx 300 words) 50%; Essay (1800-2000 words) 50%.

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**APP1016 FOUNDATIONS OF PSYCHOLOGICAL RESEARCH**

**Campus:** Footscray Park and St Albans

**Prerequisite(s):** Nil.

**Content:** This unit will use the examination of key historical psychology research studies to help develop academic skills and knowledge (including essay writing and on-line searching), while working on some new skills related to spoken communication in an academic context and understanding basic research design.

- Learning Outcomes: On successful completion of this unit, students are expected to be able to:
  - Demonstrate satisfactory research and essay writing skills;
  - Source relevant psychology academic articles and other material through online search;
  - Demonstrate good spoken-communication skills for academic purposes;
  - Present (to a group of fellow students) evidence-based and relevant material about a key historical psychological study and its legacy, making use of a PowerPoint presentation;
  - Discuss how psychologists design studies to explore particular questions;
  - Demonstrate knowledge about key studies that have shaped both the discipline and profession of psychology and understand how they have had an impact on subsequent developments in understanding human behaviour.

**Required Reading**
- Hare, R 2005, Forty studies that changed psychology, 6th edn, Pearson Prentice Hall, New Jersey.

**Recommended Reading**
- All the 40 original articles discussed in the above book (some of which will be used in class and others chosen for the essay) will be placed on e-reserve. Students will consolidate their skills in accessing online databases and they will be able to download the full text of selected articles that cite the historical article.

**Class Contact**
- Two-hour seminar per week for 12 weeks.

**Assessment**
- Group project in which students research one of the historical psychological studies included in the required text and its subsequent impact on the discipline and make a PowerPoint presentation to the class 20%; Essay (1500 words) about one of the studies in the required text (but not covered in class) 40%; Examination assessing knowledge and understanding of the course material 40%.

(Total EWL: 5000 words).

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**APP1021 DEVELOPMENT PSYCHOLOGY**

**Campus:** St Albans

**Prerequisite(s):** Nil.

**Content:** This unit of study will include: 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 sleep, anxiety, grief and coping.

**Required Reading**

**Class Contact**
- Thirty-two hours.

**Assessment**
- Examination 50%; Written assignment 50%.

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**APP2013 PSYCHOLOGY 2A**

**Campus:** Footscray Park and St Albans

**Prerequisite(s):** APP1012 Psychology 1A; APP1013 Psychology 1B.

**Content:** This unit of study consists of two components. It provides students with an introduction to intercultural psychology and further training in research methods. The aim of the intercultural lectures and labs is to develop a critical awareness of and appreciation for cultural, social and psychological diversity. The research methods component of the unit will provide students with further training in both quantitative and qualitative research methods. Students will continue to develop an understanding of techniques of data collection, data entry, data analysis, the SPSS statistical program and report writing.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Facilitate awareness of psychological perspectives of cultural and social diversity;
  - Relate the activities and concepts of particular schools of psychology to broader historical factors, and consider their relative merits and limitations;
  - Further develop knowledge regarding both quantitative and qualitative research methodologies;
  - Apply cultural awareness when undertaking a research project.

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

**Class Contact**
- 2x1 hour lecture and 1 hour laboratory class.

**Assessment**
- Two end-of-semester examinations 50%; Written assignments 50%.
- There is a requirement that students attend 80% of laboratory classes.

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**APP2014 PSYCHOLOGY 2B**

**Campus:** Footscray Park and St Albans

**Prerequisite:** APP2013 Psychology 2A.

**Content:** This unit of study consists of two components. It provides students with an introduction to social psychology and further training in research methods. The aim of the social psychology lectures and labs is to present social psychology in such a way as to illustrate its relevance to social situations encountered in everyday life. Students will become familiar with some of the central conceptual frameworks and models developed by social psychologists to account for individual behaviour in social settings. The research methods lectures will build on the concepts underpinning research methodologies, statistical tests and processes introduced in APP2013 Psychology 2A. Students will develop an understanding of the logic and process of hypothesis testing and inferential statistics as related to non-parametric measurement and parametric measurement, eg. Analysis of Variance.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Provide an overview of social psychology and foster their understanding of how social psychology is used to address issues such as prejudice, racism, conflict and community health;
  - Understand the principles of research design and the reliability and validity of data collection instruments;
  - Demonstrate experience in collecting, critically analysing and reporting quantitative data.

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

**Class Contact**
- Three hours per week for one semester, comprising two one-hour lectures and one two-hour fortnightly laboratory.

**Assessment**
- Semester examinations 50%; Written assignments 50%. There is a requirement that students attend 80% of laboratory classes.

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**APP2023 INTERPERSONAL SKILLS 2**

**Campus:** St Albans

**Prerequisite(s):** APP1014 Interpersonal Skills 1; APP1012 Psychology 1A; APP1013 Psychology 1B. APP2023 is only available to students studying BPsych (I&O)
Content This unit of study builds on theory and skills taught in APP1014 Interpersonal Skills 1 and further develops students’ active listening skills and interpersonal problem-solving abilities. Throughout the unit students will be expected to use their understanding of developmental psychology and cross-cultural issues for effective relationship building. Topics include: accurate assessment of presenting problems; interviewing skills; advanced active listening skills; interpersonal problem-solving.

- Learning Outcomes On successful completion of this unit, students will be able to: Identify and analyse interpersonal skills for effective communication;
- Reflect on exploration of practical approaches to communication;
- Demonstrate development of active communication skills;
- Produce a written evaluation of communication theories linked to practice;
- Complete a presentation task.


Class Contact One two-hour seminar per week.

Assessment Reflective journals, seminar participation, essay. (total effective word length 3000 words).

APP2024 ORGANISATIONAL SKILLS 2
Campus St Albans
Prerequisite(s) APP1015 Organisational Skills 1; APP1012 Psychology 1A; APP1013 Psychology 1B. APP2024 is only available to students studying BPsych (I&O).

Content This unit of study will extend students’ theoretical understanding and skill development in areas relevant to working within an organisational setting. Topics to be explored in depth include: leadership, conflict dynamics, implementing change, power dynamics, interpersonal morality, the organisational contextualisation of decision-making processes.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate an appreciation of intra and inter-group processes including communication, decision-making conflict and co-operation and the use and abuse of power;
- Examine the process of organisational change, resistance to change and effective organisational development interventions;
- Demonstrate developed group project skills and the ability to critically reflect on group member performance;
- Discuss the ‘real world’ applicability of group process and organisational behaviour research.


Class Contact One two-hour seminar per week.

Assessment Reflective journals, group presentation, essay.

APP2031 DEVELOPMENT ISSUES IN PSYCHOLOGY
Campus Footscray Park and St Albans
Prerequisite(s) APP1012 Psychology 1A; APP1013 Psychology 1B.
Corequisite(s) APP2013 Psychology 2A.

Content The aim of this unit of study is to enhance students’ understanding of human lifespan development. Topics include: child development; adult development; ageing; developmental psychobiology; developmental cognition; personality; social and emotional development; and selected topics such as reading development and behavioural assessment.

- Learning Outcomes On successful completion of this unit, students will be able to: Provide an overview of developmental psychology and foster an understanding of cognitive, psychosocial and physical changes that occur throughout the lifespan;
- Explore and critique major developmental theories and research;
- Examine and discuss topical developmental issues.

Required Reading To be advised by lecturers.

Recommended Reading To be advised by lecturers.

Class Contact Three hours per week comprising two one-hour lectures and one one-hour seminar.

Assessment End-of-semester examination 40%; Coursework including a seminar presentation and review paper 60%. In addition, students will need to meet an 80% minimum attendance for seminar classes to pass this unit of study.

APP3015 COUNSELLING THEORY AND PRACTICE
Campus Footscray Park and St Albans
Prerequisite(s) APP2013 Psychology 2A.

Content This unit of study will include an overview of the principles and practices of counselling from a range of paradigms. Specifically person-centred, Gestalt, behavioural, rational-emotive, cognitive behavioural and psychodynamic perspectives are explored in relation to their historical background, theoretical premises, therapeutic techniques and strengths and limitations in clinical practice. Students are also challenged to explore their own understanding of therapeutic change and to interface this personal perspective with the models presented.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate theoretical knowledge of various individual psychotherapies and the psychotherapeutic interventions which correspond to the counselling theories presented;
- Demonstrate counselling skills common to most therapeutic interventions as well as counselling skills aligned to particular psychotherapies;
- Appraise a particular psychotherapy and review current literature on its applicability in clinical settings, providing them with a deep understanding of their chosen counselling perspective.


Class Contact The introduction of a one-hour weekly lecture on both the Footscray Park and St Albans campuses and a two-hour fortnightly seminar on both campuses.

Assessment Essay (1500 words) 50%; Multiple choice exam 50%. In addition 80% attendance is required as a hurdle requirement.

APP3016 GROUP BEHAVIOUR
Campus Footscray Park and St Albans
Prerequisite(s) APP2013 Psychology 2A.

Content This study group has a dual task: first, to develop students’ understanding of concepts encountered in the literature (the seminar group will discuss set readings each week) through discussion, and by applying these concepts to students’ own experiences; and second, the seminars: to analyse the group’s own processes as they occur, giving students direct experience of issues discussed in the literature. Such topics as: membership of the group, leadership, power and authority, gender relations and roles usually emerge in the group.

Required Reading As advised by lecturer.
Recommended Reading As advised by lecturer.

Class Contact Two hours per week for one semester.

Assessment One essay (2500 words).

APP3018 ORGANISATIONS AND WORK
Campus Footscray Park and St Albans
Prerequisite(s) APP2013 Psychology 2A.

Content This subject is designed to introduce students to selected aspects of human behaviour in organisations. Emphasis is placed on systems oriented organisational psychology, and on viewing the person as part of a work and social system. In general the unit examines the relation between organisational members and their organisational context - a bi-directional relation is proposed through the way organisational members are affected by an organisation, and the way an organisation is affected by its members.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate an understanding of major theories in the organisational psychology field;
- Critically discuss key organisational psychology concepts;
- Explore opportunities for experiential learning in order to enhance understanding and application of theoretical constructs;
- Demonstrate improved interview and report writing skills.

Recommended Reading Current journal articles and books as recommended by the lecturer.

Class Contact Two hours per week for one semester.

Assessment Written assignments 60%; Multiple choice exam at the end of semester 40%; EWL 3000 words.

**APP3019 PSYCHOBIOLOGY**

**Campus** Footscray Park and St Albans

**Prerequisite(s)** APP2013 Psychology 2A.

**Content** Topics covered in this unit of study include: anatomy of the brain and nervous system; neural transmission; psychobiological research methods; psychobiology of normal and abnormal eating and drinking behaviour; neuro-endocrine systems (hormones); sleep, dreaming and circadian rhythms; drug addiction and reward circuits in the brain; psychobiology of emotions, stress and mental illness; evolution, genetics and genetic counselling.

**Required Reading** Pinel JPI 1997, Biopsychology, 4th edn, Allyn and Bacon, London.

**Recommended Reading** Pinel JPI 1990, Biopsychology, 3rd edn, Allyn and Bacon, London.

**Class Contact** One one-hour lecture each week and one two-hour laboratory/seminar each second week in one semester.

**Assessment** Essay plan and reference exercise 10%; Essay (2000 words) 40%; Fifty-item multiple choice examination 50%.

**APP3020 PSYCHOANALYSIS**

**Campus** Footscray Park and St Albans

**Prerequisite(s)** APP2013 Psychology 2A.

**Content** Each psychoanalytic concept in this unit of study is illustrated by clinical examples and its use in psychology, psychiatry, cultural and women’s studies, philosophy, literary criticism, sociology, anthropology and other disciplines. Key post-Freudian contributions to psychoanalysis, as well as critical evaluations of Freudian theory and practice are discussed.

**Required Reading** Selected readings from The Pelican Freud library - students to be advised.

**Recommended Reading** Freud, S, The Pelican Freud library, Penguin, Harmondsworth.

**Class Contact** Two hours per week for one semester.

**Assessment** An original essay (3000 words).

**APP3021 PSYCHOLOGY OF ADJUSTMENT**

**Campus** Footscray Park and St Albans

**Prerequisite(s)** APP2013 Psychology 2A.

**Content** This unit of study explores the experience of, and adjustment to, a range of life events and transitions including loss, illness, migration, new parenthood and more uncommon traumatic events. The experience of these events is considered in the light of theoretical perspectives about stress, coping and adaptation, trauma and recovery, attachment and social support.

**Learning Outcomes**
- Students will be able to:
  - Demonstrate an understanding of the range of psychological experiences associated with certain life events and transitions;
  - Demonstrate an understanding of some theoretical perspectives on stress, coping and adaptation, trauma and recovery;
  - Discuss individual, community and cultural difference and the challenges this may pose for psychological theory and practice;
  - Research, write and develop arguments about specific aspects of human experience and psychological theory.

**Required Reading** APP3021 Book of Readings.

**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%.

**APP3023 PSYCHOLOGICAL ISSUES IN THE WORKPLACE**

**Campus** Footscray Park and St Albans

**Prerequisite(s)** APP2013 Psychology 2A.

**Content** This unit of study will examine organisational, legal, political, ethical, professional, physical and psychological issues encountered by employees in the workplace. Concerns pertinent to the particular occupations and workplaces of the class participants will be identified, and considered in relation to other occupational groups. Issues such as: role and task definitions, the extrinsic and intrinsic meaning or value of work to the individual, personality characteristics and work, recognition of mental health factors in relation to work, and the suitability of an employee for a specific occupation will be discussed. How psychological measures and techniques may be useful in choosing employees, managing change and conflict, dealing with occupational health and safety issues and maintaining employee satisfaction will also be explored.

**Learning Outcomes**
- On successful completion of this unit, students will be able to:
  - Provide an overview of the field of organisational psychology;
  - Explore work experiences;
  - Write a job application;
  - Write a curriculum vitae;
  - Complete a case study.

**Required Reading** Current available text book - students to be advised.

**Recommended Reading** To be advised by lecturer.

**Class Contact** Two hours per week for one semester.


**APP3025 PSYCHOLOGICAL ASSESSMENT**

**Campus** Footscray Park and St Albans

**Prerequisite(s)** APP2013 Psychology 2A.

**Content** The aim of this unit of study is to introduce students to the many facets of psychological assessment ranging from observation and interview techniques to formal testing procedures using structured and objective techniques. Topics include: test construction and administration; assessment of cognitive abilities; personality assessment; assessment of specific traits; and cross-cultural assessment.

- **Learning Outcomes** On successful completion of this unit, students will be able to:
  - Understand the purpose of assessment and how it is used in a variety of settings;
  - Demonstrate the importance of observation and interviewing and how information obtained from these two methods can be used. This will be achieved by students undertaking a case study using these two methods;
  - Demonstrate the differences between structured and unstructured techniques and tests and when it is appropriate to use one or the other and/or a combination.

**Required Reading** Contemporary reading to be advised by lecturer.


**Class Contact** One one-hour lecture per week and one two-hour fortnightly workshop.

Please note that 80% attendance at the workshop is a hurdle requirement.

**Assessment** Observational case study (1500 words) 50%; Examination 50%.

**APP3028 FIELDFORCE**

**Campus** St Albans

**Prerequisite(s)** APP2023 for students in ABPI or APP2014 for students not in ABPI

**Content** Fieldwork is a core unit within the Bachelor of Psychology (Interpersonal & Organisational). The unit involves the student undertaking voluntary work or paid employment in a work setting which requires them to use interpersonal or organisational skills. Students also attend a weekly Fieldwork seminar in which they reflect upon their fieldwork experiences in the light of theory and skills they have already learned. Assignments set within class take this process further by asking students to write papers in which they apply these frameworks to the real-life work issues arising from their Fieldwork experiences.

- **Learning Outcomes** On successful completion of this unit, students are expected to be able to:
  - Engage in applied, experiential learning guided by adult learning principles;
  - Utilise a cycle of practice-reflection-practice to guide their learning, and to link academic with applied experiences;
  - Develop and work towards self-directed, professional development goals;
  - Demonstrate a deeper understanding of the way the theory and skills they have acquired in their degree relate to real-life work issues, roles and settings eg. how to conceptualise and process professional experiences;
  - Practise applying theory and skills they have acquired to within their real-life work issues, roles and settings.

APP3029 SKILLS IN CONTEXT
Campus St Albans
Prerequisite(s) APP3028 Fieldwork. APP3029 is only available to students studying BPsych (I&D).
Content Satisfactory completion of Fieldwork APP3028 is a prerequisite for this unit. Skills in Context aims to help students consolidate skills and accompanying knowledge acquired during their workplace learning experience of Fieldwork through two activities. Firstly, students will be asked to plan, research and deliver in class, a simple training workshop for the class on a skill/skill set and the knowledge which accompanies it, which was identified during Fieldwork. Adult learning principles can be applied to this process. Second, students will be asked to produce a manual to accompany the training workshop. Students will also be asked to look for current positions which might be of interest to graduates of the course, and will be asked to respond in writing to the key selection for one of these, as applying for the position.
• Learning Outcomes On successful completion of this unit, students will be able to: Identify and discuss adult learning principles and workplace learning frameworks for professional development;
• Further conceptualise how their knowledge, skills and experience fit into selection criteria employers set for relevant graduate jobs;
• Practise responding to key selection criteria for relevant graduate jobs and make use of career guidance regarding these responses;
• Demonstrate consolidation of learning made during Fieldwork by planning, researching and delivering a training workshop regarding a specific skill/skill set identified there, to other adult learners in class and by writing a professional training manual to accompany the training workshop for participants.
Class Contact Weekly two-hour seminar.
Assessment Written response to key selection criteria for advertised position 15%; Conduct skills training workshops (approx 45 minutes duration) 20%; Skills workshop manual 50%; Demonstration of professional development skills 15%.

APP3035 RESEARCH METHODS IN PSYCHOLOGY
Campus Footscray Park and St Albans
Prerequisite(s) APP2013 Psychology 2A and APP2014 Psychology 2B.
Content This unit of study will include: paradigms and assumptions of psychological research. Qualitative methods: observational techniques; case studies; interviewing; ethnographic fieldwork, focus groups, qualitative data analysis techniques, validity. Quantitative methods: experimental, quasi-experimental and correlational designs, review of univariate statistical techniques; survey methods and sampling, MANOVA, multiple regression. Psychometric methods: development of measures; reliability and validity assessment, factor analysis. Selection of appropriate methods.
Learning Outcomes On successful completion of this unit, students will be able to:
• Understand criteria used to determine the validity and usefulness of various types of qualitative and quantitative research design;
• Select appropriate statistical procedures for analysis of different types of research data;
• Understand and apply skill in the use of SPSS for Windows;
• Demonstrate awareness of basic psychometric methods and their application.
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 unit of study.

APP3036 HISTORY AND THEORIES IN PSYCHOLOGY
Campus Footscray Park and St Albans
Prerequisite(s) APP2013 Psychology 2A and APP2014 Psychology 2B.
Content The place of psychological theories and practices in 20th century thought is pursued through lecture presentations and seminar discussions on recent philosophies of science, including positivist, constructivist/interpretive and critical approaches, and utilising within-psychology case examples such as behaviourism, psychoanalysis, cognitivism and information processing, and critical psychology.
• Learning Outcomes On successful completion of this unit, students will be able to: Integrate understandings of psychology as a discipline;
• Consider the objects and methods of inquiry within particular schools of psychology, and their respective conceptualisations of ‘truth’ and ‘science’;
• Relate the activities and concepts of particular schools to broader historical factors, and consider their relative merits and limitations;
• Demonstrate reflective processes in relation to the practice of psychological activities;
• Demonstrate thinking in the application of psychology to particular research questions;
• Demonstrate an understanding of their preferred approach to psychology.
Required Reading Book of Readings available for purchase.
Recommended Reading Jones, D & Etick, J 2001, History and theories of psychology: a critical perspective, Arnold/Oxford University Press, London. Other recommended textbooks will be placed on counter-reserve by the lecturer.
Class Contact One one-hour lecture per week and one one-hour seminar per week.
Assessment Three critical reviews: the first two (500-750 words each) 30% each; the third (1250-1500 words) 40%. There is an 80% attendance requirement in this unit of study.

APP3037 CLINICAL ASPECTS OF PSYCHOLOGY
Campus Footscray Park and St Albans
Prerequisite(s) APP2013 Psychology 2A; APP2014 Psychology 2B and APP2031 Developmental Issues in Psychology.
Content This unit of study will provide an overview of human neuro-psychology: elements of neuroscience, neuro-psychological syndromes, the agnias, visual spatial neglect, the aphasias; amnesic syndromes, attention, executive functioning, traumatic brain injury; brain development and developmental neuro-psychology, learning disabilities, autistic spectrum disorders, degenerative disorders, and recovery of function after brain damage. It will also provide an overview of the concepts of psychopathology: diagnostic classification and mental health; a study of anxiety disorders, mood disorders, schizophrenia and other psychoses and substance-related disorders; together with an exploration of the concepts of behaviour disorder and personality disorder.
• Learning Outcomes On successful completion of this unit, students will be able to: Identify and discuss conceptual and methodological approaches to human neuro-psychology;
• Demonstrate an understanding of the clinical neuro-psychology knowledge base and methods of inquiry for a selection of child and adult disorders;
• Demonstrate an understanding of conceptual and methodological issues in the study of psychopathology;
• Demonstrate an understanding of the basic phenomenology of a selection of psychological disorders and of relevant theoretical perspectives;
• Demonstrate an enhanced capacity to access, review and analyse information about clinical aspects of psychology.
Recommended Reading To be advised by lecturers.
Class Contact Three hours per week comprising two one-hour lectures and one one-hour seminar.
Assessment Multiple choice examination 70%; Bibliographic exercise 30%.

APP4001 QUALITATIVE GROUP PROJECT
Campus Footscray Park.
Prerequisite(s) APP4003 Research Theory and Orientation.
Content This unit of study aims to provide students with limited, supervised experience in planning, conducting, analysing and reporting a socially significant research study. The unit will involve a small group of students actively working through selecting a research problem; defining a research question; deciding upon a
research strategy; shaping and refining the problem: conceptual development, review
of the literature, data handling, data collection and data analysis; interpreting results
and drawing conclusions. The final product will be a research paper structured for
submission to a refereed journal.

Required Reading Bogdan, R & Biklen, SK 1991, Qualitative research for education:
an introduction to theory and methods; Allyn & Bacon, Boston. Lofland, J & Lofland, 
LH 1995, Analyzing social settings: a guide to qualitative observation and analysis, 
3rd edn, Wadsworth, Belmont, CA.

Class Contact Three hours per week by arrangement with supervisor.

Assessment Completed research paper 80%; Presentation of completed report 20%.

APP4002 QUANTITATIVE GROUP PROJECT

Campus Footscray Park

Prerequisite(s) APP4003 Research Theory and Orientation.

Content This unit of study aims to provide students with limited supervised experience 
in planning, conducting, analysing and reporting a socially significant research study. 
The unit will involve a small group of students actively working through selecting a
research problem; defining a research question; deciding upon a research strategy; 
shaping and refining the problem; conceptual development; review of the literature; 
data handling; data collection and data analysis; and interpreting results and drawing
conclusions. The final product will be a research paper structured for submission to a
refereed journal.

Required Reading American Psychological Association, 1993, Publication manual of 
the American Psychological Association, 5th edn, APA, Washington, DC.

Class Contact Three hours per week as organised between the group and the
supervisor.

Assessment Completed research paper (5000 words) 80%; Oral presentation of 
completed report 20%.

APP4003 RESEARCH THEORY AND ORIENTATION

Campus Footscray Park

Prerequisite(s) Nil.

Content The lectures in this unit of study will focus on contemporary and seminal 
issues and areas associated with theory as they relate to the use of various 
methodologies in psychology. Each seminar will contain substantive reading material, 
references and focused questions relating to those materials. The overall aim is 
to provide students with an understanding of the theoretical issues underlying 
psychosocial research methodology (e.g. debate on objectivity/subjectivity in 
research and differences between quantitative and qualitative research, positivistic 
approaches and their alternatives including symbolic interactionism, feminism, phenomenology 
and ethnography).

Required Reading Morse, JM (ed) 1994, Critical issues in qualitative research 
methods; Sage Publications, Thousand Oaks, CA. Kuhn, T 1999, The structure of 
scientific revolutions, 3rd edn, University of Chicago Press, Chicago, Illinois. Martin, 
M & McIntyre, LC 1994, Readings in the philosophy of social sciences, MIT Press, 
Cambridge, MA.

Recommended Reading Trout, JD 1999, ‘Measured realism and statistical inference: 
an explanation for the fast progress of ‘hard’ psychology,’ Philosophy of Science, 66 
culture and its implications for psychology and the human sciences,’ British Journal of 
Psychology, 84, pp. 145-169. Denzin, N 2001, Interpretive interactionism, 2nd edn, 

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

Assessment Critique of a selected research report in consideration of current theory in 
research methodology (3000 words) 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

Campus Footscray Park

Prerequisite(s)

Content This unit of study will involve students actively working through and writing 
a research proposal and report. Included will be oral presentations of the students’
work. The style of writing will be in line with the type of report or proposal being 
written eg. in consideration of the type of methodology used. The overall aim of this
unit is to provide students with advanced writing skills and an understanding of the
requirements associated with the writing of research proposals and reports.

Required Reading To be advised by lecturer.

Recommended Reading To be advised by lecturer. Examples of the various forms
of writing in psychology. These examples will alter from year to year. American
Psychological Association 1993, Publication manual of the American Psychological 
Association, 5th edn, APA, Washington, DC.

Class Contact One one-hour lecture and one two-hour laboratory workshop session 
each week.

Assessment Research proposal (1,000 words) 25%; Oral presentation of research 
proposal 25%; Research paper (3000 words) 50%.

APR1000 RESEARCH FULL-TIME

Campus Footscray Park and St Albans

Prerequisite(s) Fourth year equivalent.

Content This unit of study will involve students preparing a thesis that meets the 
requirements of the University regarding word length.

Class Contact Full-time workload.

Required Reading To be negotiated in consultation with supervisor.

Assessment Examination by three external examiners appointed for this purpose.

APR1001 RESEARCH PART-TIME

Campus Footscray Park and St Albans

Prerequisite(s) Fourth year equivalent.

Content This unit of study will involve students preparing a thesis that meets the 
requirements of the University regarding word length.

Required Reading To be negotiated in consultation with supervisor.

Class Contact Part-time workload.

Assessment Examination by three external examiners appointed for this purpose.

APS2030 QUALITATIVE SOCIAL RESEARCH METHODS 1

Campus Footscray Park and St Albans

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 unit of study aims to develop students’ ability to plan, conduct and 
analyse qualitative research studies. Studies that exemplify qualitative research 
principles and processes are drawn from disciplines including psychology, sociology, 
gender studies and education. On completion of this unit of study students will 
be able to: appreciate the contribution made by qualitative research methods and 
the ways in which they may be used in social research; understand the various 
design elements in qualitative studies including methods, sampling, analysis and 
presentation. The philosophical background to social research and appropriate 
theoretical frameworks are discussed throughout the semester and students will have 
the opportunity to undertake a small scale qualitative project.

• Learning Outcomes On successful completion of this unit, students will be able 
to: List the values, principles and assumptions that underpin different forms of 
research;
• Identify ethical issues related to human research using qualitative strategies;
• Design and conduct a small qualitative research project;
• Present in writing findings from a small research project.

Required Reading Wilig, C 2001, Introducing qualitative methods in psychology, 
Open University Press, London.

Recommended Reading To be advised by lecturer.

Class Contact Two hours per week for one semester including on-line and face-to-face.

Assessment In-class test 40%; Written assignment 45%; Laboratory work 15%.

APS2040 QUANTITATIVE SOCIAL RESEARCH METHODS 1

Campus Footscray Park and St Albans

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 unit of study aims to develop students’ ability to conduct social research. In 
particular, the unit aims to provide students with the skills required to undertake 
research using quantitative research techniques. On completion of this unit of study, 
students should be able to understand the potential uses of quantitative methods, 
recognise appropriate applications of analysis of variance and regression procedures, 
analyse data (using sophisticated statistical computer packages) by analysis of 
variance and regression and interpret research articles which have used sophisticated 
research designs and advanced statistical procedures.

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

to: Demonstrate an increased level of skill and knowledge associated with the use of advanced research techniques in quantitative methods. In particular, outcomes are centred upon the use of these techniques in psychology and associated fields;

• Demonstrate an increased level of skill in the use of SPSS in concretely attending to tasks dealing with various theoretical and practical problems in psychology and associated fields.

Recommended Reading Gravetter, FJ & Wallnau, LB 1996, Statistics for the behavioural sciences, 4th edn, West Publishing Co, St Paul, MN.

Required Reading To be advised by lecturer.

Class Contact Three hours per week for one semester.

Assessment Examination 50%; Laboratory exercises 50%

APS3020 QUALITATIVE SOCIAL RESEARCH METHODS 2

Campus Footscray Park and St Albans

Prerequisite(s) APS2030 Qualitative Social Research Methods 1.

Content This unit of study is intended to further help students develop an understanding, knowledge, skills and comfort with qualitative research methods, as an important technique for research in psychology. Specifically, the qualitative section of the unit aims to help students familiarise themselves with basic assumptions of the qualitative research paradigm, help students further develop knowledge of major methods of qualitative research and introduce students to methodological and ethical implications of the assumptions of qualitative research.

• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate increased skills and knowledge in the application of advanced qualitative methods within psychology and associated fields.


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

Assessment Laboratory assignments 50%; Examination 50%. (Subject to change).

APS3021 QUANTITATIVE SOCIAL RESEARCH METHODS 2

Campus Footscray Park and St Albans

Prerequisite(s) APS2040 Quantitative Social Research Methods.

Content The aims of this unit of study are to: further develop students’ ability to conduct social research; provide students with skills to undertake research using multivariate statistical techniques; examine and explore theoretical and methodological issues in social research methods; expand students’ knowledge and understanding of the uses of multivariate designs and statistical methods in social research; introduce students to advanced techniques in social and psychological research, including multivariate analyses of variance and covariance (MANOVA and MANCOVA), multiple regression, path analysis, principal components analysis, discriminate function analysis; develop students’ expertise in statistical computing, in particular advanced techniques in SPSS.

• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate an increased level of skill and knowledge associated with the use of advanced research techniques in quantitative methods. In particular, outcomes are centred upon the use of these techniques in psychology and associated fields;

• Demonstrate an increased level of skill in the use of SPSS in concretely attending to tasks dealing with various theoretical and practical problems in psychology and associated fields.


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

Assessment Laboratory assignments 50%; Examination 50%. (Subject to change).

APS3040 INDEPENDENT RESEARCH PROJECT

Campus Footscray Park and St Albans

Prerequisite(s) APS3010 Social Research Methods 3.

Content This unit of study aims to provide students with limited, supervised experience in planning, conducting, analysing and reporting a socially significant research study. On completion of this unit of study, students should be able to: further understand the significance of social research; complete a qualitative and/or quantitative research study of a reasonably high standard; understand the difficulties associated with undertaking social research and develop skills to manage such difficulties; apply research skills to various social issues in the general community; competently present and defend the research in an open forum of persons.

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 unit of study 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 developmental changes in the family will be given.

• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate a knowledge base upon which later psychological units can build;

• Understand the basic concepts of developmental psychology;

• Examine the various phases of the life span;

• Examine the normal ranges of behaviour people are likely to exhibit at specific stages of development.

Required Reading White, F, Hayes, B & Livesey, D 2005, Developmental psychology: from infancy to adulthood, Pearson, French’s Forest, NSW.


Class Contact Four hours per week for one semester comprising two hours of lectures and one two-hour midwifery-focused tutorial (Bachelor of Midwifery).

Assessment Assignment/essay 40%; Tutorial assessment 20%; Examination 40%.

APT1311 PSYCHOLOGY ACROSS THE LIFESPAN

Campus St Albans

Prerequisite(s) Nil.

Content This unit of study includes: human development across the lifespan; social, emotional, personality and cognitive development; relationship contexts and the family life-cycle; introduction to theories in psychology: psychodynamic, behavioural, cognitive, attachment/interspersonal 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.

• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate a familiarity with the major phenomena of social, emotional, personality and cognitive development across the lifespan;

• Describe characteristic behaviours that people are likely to exhibit at various stages of the lifespan;

• Demonstrate an introductory understanding of some major theories of human development;

• Describe and discuss basic psychological processes related to the experience of illness;
• Demonstrate an awareness of the complexity and variety of human development and human experience of illness.
• Discuss the roles of family and relationship in human development and adaptation.
• Demonstrate acquisition of the vocabulary necessary to understanding psychological literature pertaining to lifespan development and experience of illness.

Required Reading
White, F, Hayes, B & Livesey, B 2005, Developmental psychology: from infancy to adulthood, Pearson, French's Forest, NSW.

Recommended Reading

Class Contact
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%.

APTS025 INDIVIDUAL AWARENESS
Campus
City Flinders and St Albans
Prerequisite(s)
Admission to the Graduate Diploma in Counselling or consent of the Course Co-ordinator.

Content
This unit of study will include: discovery of self: investigation of fear of self-revelation and defence mechanisms; personality testing (Myer-Briggs); concept of individual growth. Exploration of potentially difficult discussion topics including death and dying, suicide, sexual concerns including loss and sexual potency and/or organs, AIDS and safe sexual practices; rape, incest and violence; anger; depression; religion; cross-cultural issues and ethnic identity (may vary according to group). Format of classes includes group participation, basic introduction to group dynamics, building communication skills in the group, setting ground rules.

Required Reading
To be advised by lecturer

Recommended Reading
To be advised by lecturer.

Class Contact
Two hours per week for one semester.

Assessment
Autobiography exploring one's personal growth and counselling philosophy; Journal reflecting on process of classes. Minimum of 80% attendance is required. (Subject to change).

APTS035 THEORIES AND TECHNIQUES OF COUNSELLING
Campus
City Flinders

Prerequisite(s)
Admission to the Graduate Diploma in Counselling, or consent of the Course Co-ordinator.

Content
This unit of study will focus on an exploration of the theoretical issues and practical skills associated with a range of counselling paradigms. Person-centred, Gestalt, existential, Behavioural, cognitive behavioural and psychodynamic theories will be addressed. Through role-plays and class activities, students will be encouraged to develop their own counselling skills and reflect on their personal development as counsellors.

• Learning Outcomes
On successful completion of this unit, students will be able to: Describe the basic theory and intervention practices of therapeutic paradigms;
• Critically review each paradigm;
• Understand the key essentials for effective counselling;
• Demonstrate the counselling micro-skills necessary to engage in client-centred counselling.

Required Reading
To be advised by lecturer.

Class Contact
Two hours per week for one semester.

Assessment
Theory paper 50%, Counselling demonstration 50%.

APTS037 CHILD AND ADOLESCENT: THEORIES AND TECHNIQUES OF COUNSELLING
Campus
City Flinders

Prerequisite(s)
Admission to the Graduate Diploma in Counselling (Child and Adolescent) or consent of the Course Co-ordinator.

Content
Systematic reviews of counselling for children and adolescents will be presented. Implications for working with children and adolescents in multiple settings will be elaborated. Evidence relating to types of intervention will be presented and outcome measures suited to working with children and adolescents will be workshopped. Specific counselling processes will be defined and their evidence-base established. The use of case studies presented by students and staff will highlight the presentation and learning of the principles for best practice.

Required Reading

Recommended Reading
NHMRC 1999, Guidelines on working with adolescents with depression, Commonwealth Department of Health, Canberra.

Class Contact
Two hours per week for one semester.

Assessment
Essay 70%; Class presentations 30%.

APTS060 APPLIED TECHNIQUES OF COUNSELLING
Campus
City Flinders

Prerequisite(s)
APTS035 Theories and Techniques of Counselling.

Content
This unit of study will provide students with class supervised counselling practice in order to enhance their client attending skills and the skills of developing a client formulation. It will further provide students with information concerning various
types of counselling sessions (intake, continuing and termination) and for responding to various types of problems, use of video and audio equipment and supervised counselling practice.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate increased applied counselling skills;
  - Construct and present client case formulations;
  - Investigate counselling strategies for a range of presenting problems;
  - Describe key features of effective intake, referral and termination.

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

**Class Contact** Two hours per week for one semester.

**Assessment** This will incorporate classroom presentations, an in-class exercise in case conceptualisation and written assignments. The 80% attendance requirement must also be met.

**APTS062 CHILD & ADOLESCENT: APPLIED TECHNIQUES IN COUNSELLING**

**Campus** St Albans

**Prerequisite(s)** Satisfactory completion of Child and Adolescent: Theories and Techniques of Counselling or consent of the Course Co-ordinator.

**Content** This unit of study will include child and adolescent assessment tools that are used in community and other settings. The tools are designed to detect commonly presenting problems and to assist students to recognise crisis situations. The crisis intervention techniques will be taught and practised, along with a number of other applied techniques suited to working with children and adolescents. The principles and practices of case management and working with systems and significant others will be covered.


**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.

**APTS070 SOCIAL AND ETHICAL ISSUES IN COUNSELLING**

**Campus** City Flinders and St Albans

**Prerequisite(s)** Admission to the Graduate Diploma in Counselling, or consent of the Course Co-ordinator.

**Content** This unit of study will examine: the social context of counselling aspects to be considered include: gender, ethnicity, class, occupation and age, the family as a unit of social organisation. Implications of social context for counselling practice such as the assumptions that client and counsellor bring to counselling as a function of their social background, power relationships in the counsellor-client dyad, blaming the victim versus empowerment. Ethical issues in counselling; introduction to ethical principles and ethical dilemmas: the philosophical basis of ethical principles; client rights and responsibilities, counsellor rights and responsibilities; issues concerning third parties; referral, consultation and supervision, counsellors’ needs for consultation and supervision; the client-counsellor relationship: implicit and explicit client-counsellor contracts, therapeutic and anti-therapeutic developments in the client-counsellor relationship, combining the role of counsellor with a profession-based treatment or advisory role; confidentiality, principles underlying confidentiality, the limits of confidentiality; reporting and liaison, negotiating with the client about reporting and liaison, the question of mandatory reporting; legal frameworks relevant to counselling, working with clients who may present particular ethical dilemmas, suicidal clients, clients who may be a danger to others, terminally ill clients, helping clients to resolve ethical dilemmas, abhorring counselling, clients with communicable diseases.

**Required Reading** Corey, G, Corey, M & Callanan, P (2002), Issues and ethics in the helping professions, 6th edn, Brooks/Cole, Pacific Grove. (NB: This text is updated regularly the 7th edition will be used should it become available).

**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%.

**APTS080 CROSS-CULTURAL ISSUES IN COUNSELLING**

**Campus** City Flinders

**Prerequisite(s)** Admission to the Master in Counselling, or consent of the course co-ordinator.

**Content** This unit of study aims to: improve cross-cultural counselling skills by both developing awareness of personal cultural position and that of others; facilitate a better understanding of others’ ways of learning and communicating; improve ability to listen to the ‘other’ and awareness of the sociopolitical and economic context of people from diverse cultural backgrounds in contemporary Australia; address specific issues in counselling that derive from the above.

The unit explores issues of racism, social justice, bi-cultural history, refugee experience, survivors of torture, women’s issues, Aboriginals and second generation Australians. It also discusses some of the Western contextual issues related to modernity, postmodernity and postcolonial views.

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

**Class Contact** Two hours per week for one semester.

**Assessment** Written assignment 50%; Counselling video 50%. (Subject to change).

**APTS085 PRACTICUM**

**Campus** City Flinders and St Albans

**Prerequisite(s)** APTS060 Applied Techniques of Counselling or consent of the Course Co-ordinator.

**Class Contact** Five hours per week for two semesters comprising one two-hour group seminar and one three-hour outside placement.

**Assessment** Assessment will be based on written assignments, journal materials and placement evaluations. Students must achieve a satisfactory grade on all assessment requirements to pass the unit. In addition the minimum 80% attendance requirement must be met. Note: Students must pass the practicum on their first attempt.

**APTS001 PRACTICUM 1**

**Campus** City Flinders and St Albans

**Prerequisite(s)** APTS060 Applied Techniques of Counselling or consent of the Course Co-ordinator.

**Class Contact** Two hours per week Class Contact for one semester plus field placement.

**Assessment** Journal/written assignment 50%; Field report 50%.

**APTS002 PRACTICUM 2**

**Campus** City Flinders

**Prerequisite(s)** APTS060.

**Content** Students will continue the acquisition of extended knowledge of the counselling setting and the roles and responsibilities involved in such a setting. The placement aims to integrate theoretical knowledge with professional experience and to provide students with experience in a counselling setting. Application of skills and knowledge developed in the unit can be applied to practical settings. Ethical issues in counselling will be examined.

**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 reports 50%.

**APTS004 MINOR THESIS**

**Campus** City Flinders

**Prerequisite(s)** Completion of the units required for the Graduate Diploma in Counselling.

**Content** This unit of study requires students to gain experience in generating a research question and writing an independent thesis on the topic of 10,000-14,000 words. The topic will be negotiated between the student and supervisor and will be a research area within the counselling field. The thesis is not to be experimental research unless the applicant can demonstrate the necessary statistical knowledge.
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 units of study required for the Graduate Diploma in Counselling or equivalent.
Content This unit of study provides students with advanced knowledge and techniques in the design of research in the counselling field. The following topics will be explored: introduction to the nature and significance of competing paradigms and methodologies in the research process and the range of research methods used in social 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 One two-hour seminar per week for one semester.
Assessment Literature review 35%; Thesis proposal 35%; Research methods quiz 30%.

APT6007 ISSUES IN THEORY AND PRACTICE OF PSYCHOLOGY
Campus St Albans
Prerequisite(s) Admission to Master of Counselling.
Content This unit of study will provide an opportunity to further develop a theoretical knowledge base and practice skills. The areas available in any given semester will vary depending on staff expertise and availability but will always involve current issues in theory and practice of psychology. Issues may be specific areas of counselling work such as stress and crisis or specific theoretical areas such as cognitive behavioural therapy 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 one two-hour seminar OR one one-hour weekly lecture and one two-hour fortnightly workshop.
Assessment Each topic has different assessment requirements which are communicated in writing in the first week. Assessment may include one or more of the following: essay, written paper, oral presentation (total requirement approximately 3000 words).

APT6008 CHILD AND FAMILY DEVELOPMENT
Campus St Albans
Prerequisite(s) Entry to Graduate Diploma in Counselling, Master in Counselling or equivalent.
Content This unit of study will include: a psychodynamic approach to child development; emotional milestones as the foundation of attachment; applying a developmental approach to problems in childhood and adolescence including depression, attention deficit disorder, and youth suicide; understanding the impact of separation loss and trauma on future generations; developing observational skills through direct infant observation.

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 and St Albans
Prerequisite(s) Nil.
Content This unit of study will provide students with a basic understanding of psychological principles and their applications to health sciences. A focus on self-esteem, body image, ageing, terminal illness, disability and resulting loss or grief outcomes will be addressed from a psychological perspective. The social context of these issues, as well as their effect upon individuals, will be examined. The unit of study will also consider interpersonal processes in a health care context and addresses the issues of recognising serious psychological distress and disturbance. The focus of this unit of study will be primarily directed at understanding that assists students to facilitate the health and wellbeing of clients. Emphasis includes greater self-understanding, workplace psychology and psychology with clients.
Class Contact Three 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 PSYCHOANALYSIS
Campus St Albans
Prerequisite(s) Nil.
Content This unit of study will include a review of the history of psychoanalysis and the different psychoanalytic schools. It will also include a study of Freud’s seminal works on the formations of the unconscious: neurotic symptoms, dreams, paraphrases and jokes.
Class Contact One 90-minute seminar per week for one semester.
Assessment Essay (3000 words) 80%; Seminar presentation (optional 1000 words) 20%.

APU5002 THEORY OF SEXUALITY
Campus St Albans
Prerequisite(s) Nil.
Content This unit of study will include the study of Freud’s main texts on sexuality, the Oedipus complex, the relation of sexuality to the neuroses, the debate on feminine sexuality and Lacan’s contributions on the signification of the phallus and sexuality.


Class Contact One 90-minute seminar per week for one semester.

Assessment Essay 80% (3000 words); Seminar presentation (national 1000 words) 20%.

APU5003 CLINICAL SEMINAR I: ASSESSMENT

Campus St Albans

Prerequisite(s) Nil.

Content This unit of study will include a presentation and discussion of clinical material and formulation of a diagnosis and treatment plan according to psychoanalytic principles.


Class Contact One 90-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 This unit of study includes the study of the linguistic and philosophical foundations of the Lacanian theories of the subject and the signifier, as well as the key texts by Lacan himself on the matter.


Class Contact One 90-minute seminar per week for one semester.

Assessment Essay (3000 words) 80%; Seminar presentation (national 1000 words) 20%.

APU5005 THE SYMBOLIC, THE IMAGINARY AND THE REAL

Campus St Albans

Prerequisite(s) APU5001 History and Epistemology of Psychoanalysis.

Content This unit of study includes the study of three fundamental Lacanian concepts, their genealogy and implications for clinical practice and research through the analysis of key texts and the discussion of clinical experience.


Class Contact One 90-minute seminar per week for one semester.

Assessment Essay (3000 words) 80%; Seminar presentation (national 1000 words) 20%.

APU5006 CLINICAL SEMINAR II: DEVELOPMENT OF THE TRANSFERENCE

Campus St Albans

Prerequisite(s) APU5003 Clinical Seminar I: Assessment.

Content This unit of study will include a presentation and discussion of clinical material and conceptualisation of the development of the transference in the cases presented.


Class Contact One 90-minute seminar per week for one semester.

Assessment Case history or written commentary on case presentation (2000 words) 100%.

APU5007 NEUROSIS

Campus St Albans

Prerequisite(s) APU5001 History and Epistemology of Psychoanalysis; APU5002 Theory of Sexuality.

Content This unit of study includes a study of the Freudian theory and further elaborations on the neuroses in contemporary psychoanalysis, including a detailed review of Freud’s case histories.


Class Contact One 90-minute seminar per week for one semester.

Assessment Essay (3000 words) 80%; Seminar presentation (national 1000 words) 20%.

APU5008 PSYCHOANALYTIC TECHNIQUES I

Campus St Albans

Prerequisite(s) APU5001 History of Epistemology of Psychoanalysis.

Content This unit of study will include a study and critical review of the main Freudian texts which deal directly with the clinical applications of psychoanalysis, the beginning of the treatment, the development of the transference and the ending of the treatment.


APU0509 CLINICAL SEMINAR III: TREATMENT OF THE NEUROSSES
Campus St Albans
Prerequisite(s) APU0503 Clinical Seminar I: Assessment; APU0506 Clinical Seminar II: Development of the Transference.
Content This unit of study will include a presentation and discussion of clinical cases of neurosis and the strategies for treatment.
Class Contact One 90-minute seminar per week for one semester.
Assessment Case history or written commentary on case presentation (2000 words) 100%.

APU0510 PSYCHOANALYSIS AND PERVERSION
Campus St Albans
Prerequisite(s) APU0501 History and Epistemology of Psychoanalysis; APU0502 Theory of Sexuality; APU0504 Theory of the Subject and Logic of the Signifier; APU0505 The Symbolic, the Imaginary and the Real; APU0507 Neurosis.
Content This unit of study will include a study of the psychoses and the perversions, mainly in the works of Freud and Lacan but also incorporating other original contributions, focused on the questions of differential diagnosis from a structural point of view.
Class Contact One 90-minute seminar per week for one semester.
Assessment Essay (3000 words) 80%; Seminar presentation (nontotal 1000 words) 20%.

APU0511 PSYCHOANALYTIC TECHNIQUE II
Campus St Albans
Prerequisite(s) APU0508 Psychoanalytic Technique I.
Content This unit of study will include a critical study of the main contributions to psychoanalytic technique after Freud, with particular emphasis on the work of Jacques Lacan.
Class Contact One 90-minute seminar per week for one semester.
Assessment Essay (3000 words) 80%; Seminar presentation (nontotal 1000 words) 20%.

APU0512 CLINICAL SEMINAR IV: HANDLING OF THE TRANSFERENCE
Campus St Albans
Prerequisite(s) APU0509 Clinical Seminar III: Treatment of the Neuroses.
Content This unit of study will include presentation, discussion and formulations on case material that illustrates questions and problems concerning the handling of the transference in psychoanalysis, both in typical and atypical situations.
Class Contact One 90-minute seminar per week for one semester.
Assessment Case history or written report on case presentation (2000 words) 100%.

APU0601 THE ETHICS OF PSYCHOANALYSIS
Campus St Albans
Prerequisite(s) APU0504 Theory of the Subject and Logic of the Signifier; APU0505 The Symbolic, the Imaginary and the Real; APU0508 Psychoanalytic Technique I; APU0509 Psychoanalytic Technique II.
Content This unit of study will include a study of the philosophical, scientific and clinical sources of the ethical questions that specifically concern the psychoanalytic experience, their relations with the questions that occupy moral philosophy and their significance in clinical practice.
Class Contact One 90-minute seminar per week for one semester.
Assessment Essay (3000 words) 80%; Seminar presentation (nontotal 1000 words) 20%.

APU0602 THE OBJECT RELATION
Campus St Albans
Prerequisite(s) APU0510 Psychoanalysis and Perversion; APU0511 Psychoanalytic Technique II.
Content This unit of study will include a comparative study of the positions of the main psychoanalytic schools on the object relation and their implications for clinical practice.
Class Contact One 90-minute seminar per week for one semester.
Assessment Essay (3000 words) 80%; Seminar presentation (nontotal 1000 words) 20%.

APU0603 CLINICAL SEMINAR V: ETHICAL PROBLEMS IN THE CLINIC
Campus St Albans
Prerequisite(s) APU0512 Clinical Seminar IV: Handling of the Transference.
Content This unit of study will include presentation and discussion of clinical material that illustrate actual or potential ethical issues and applying the conceptual framework learned in other sections of the course.
APU6004 PSYCHOANALYSIS WITH CHILDREN
Campus St Albans
Prerequisite(s) APU6001 The Ethics of Psychoanalysis; APU6002 The Object Relation.
Content This unit of study will include a study of the main texts representing the different theoretical positions in the history of psychoanalysis with children and the typical clinical and conceptual issues which prevail in this field.
Class Contact One 90-minute seminar per week for one semester.
Assessment Essay (3000 words) 80%; Seminar presentation (1000 words) 20%.

APU6005 PSYCHOANALYSIS AND CULTURE
Campus St Albans
Prerequisite(s) APU6001 The Ethics of Psychoanalysis; APU6002 The Object Relation.
Content This unit of study includes an introduction to the vast field of applications of psychoanalysis to the study of cultural phenomena and institutions. It includes the use made by psychoanalysis of the findings of other disciplines, the methodological issues involved and selected examples of this growing field of research.
Class Contact One 90-minute seminar per week for one semester.
Assessment Essay (3000 words) 80%; Seminar presentation (1000 words) 20%.

APU6006 CLINICAL SEMINAR VI: CHILDREN IN TREATMENT
Campus St Albans
Prerequisite(s) APU6003 Clinical Seminar V: Ethical Problems in the Clinic.
Content This unit of study will include the presentation and discussion of cases of children in psychoanalytic treatment, with special emphasis on typical psychopathological and clinical issues, the handling of the transference and the relations with the parents.
Class Contact One 90-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(s) APU6006 Clinical Seminar VI: Special Clinical Problems.
Content This unit of study includes a study of a range of special clinical cases and situations which require particular technical devices, such as addictions, psychosomatic disorders, serious physical illness and mental disability.
Required Reading Freud, S 1912-15, Papers on technique, SE 12.
Class Contact One 90-minute seminar per week for one semester.
Assessment Case history or written commentary on case presentation (2000 words) 100%.

APU6008 THESIS I
Campus St Albans
Prerequisite(s) APU6001 The Ethics of Psychoanalysis; APU6005 Psychoanalysis and Culture.
Content In this unit of study, the students work under individual supervision to design and develop a research project on a topic of psychoanalytic interest that would constitute the subject matter of the minor thesis.
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 One 90-minute individual supervision per week for one semester.
Assessment Report on progress of research project 100%.

APU6009 RESEARCH SEMINAR
Campus St Albans
Prerequisite(s) APU6008 Thesis I.
Content This unit of study will include a presentation and discussion of the design and development of individual research projects on topics of psychoanalytic interest that constitute the subject matter of the minor thesis.
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 One 90-minute seminar per week for one semester.
Assessment Report on the design and development of research project by fellow students 100%.

APU6010 THESIS II
Campus St Albans
Prerequisite(s) APU6008 Thesis I.
Content This unit of study will include 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.
Recommended Reading Freud, S 1900, The interpretation of dreams, SE 4 & 5.
Class Contact One 90-minute individual supervision per week for one semester.
Assessment Research thesis of approximately 15,000 words to be examined by two independent external examiners 100%.
SCHOOL OF SOCIAL SCIENCES

Below are details of courses offered by the School of Social Sciences in 2009. This information is also available online on the University’s searchable courses database at www.vu.edu.au/courses

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

BACHELOR OF ARTS (INTERNATIONAL STUDIES)/BACHELOR OF BUSINESS (INTERNATIONAL TRADE) (I)

Course Code ABBI

Campus Footscray Park

Introduction

Continuing Students Only

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

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

Course Objectives

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

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 units of study carry a value of 12 credit points in this course. Students must complete 384 credit points to graduate. Students must complete 32 semester-length units of study, a sequence of eight units of study to pursue an Arts major in a language or another international studies major, plus a further six units of study in a language or another international studies major for the Arts Strand.

Course Structure

Continuing students only

Year 1

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Year 2

Semester 1

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Year 3

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Semester 1
Arts Major — Unit 7
Arts Strand — Unit 6

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Semester 2
Arts Major — Unit 8
Arts Elective 1

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International Studies Majors:
- Advanced English for Speakers of other Languages (AESOL)
- Asian Studies
- Chinese
- History
- International Cultural Studies
- Japanese
- Political Science
- Sociology of the Global South
- Spanish
- Vietnamese

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 VTAC Guide for details.

BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF ARTS

Course Code ABIA

Campus Footscray Park

Course Requirements
The Bachelor of International Studies, in combination with another degree, will normally involve students completing 16 units of International Studies together with 2/3 of the normal unit requirements for their other degree (ie. 16 units of study for a three-year degree; 24 units of study for a four-year degree). In this combination, students will also need to fulfil all the stipulated mandatory requirements for each of the degrees.

Course Structure

Year 1

Semester 1

Other Degree Unit 1
Other Degree Unit 2
Other Degree Unit 3
Other Degree Unit 4

Semester 2

Other Degree Unit 5
Other Degree Unit 6
Other Degree Unit 7
Other Degree Unit 8

Year 2

Semester 3

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Semester 4

IS Specialisation: Unit 2
IS Elective 1
Other Degree Unit 11
Other Degree Unit 12

Semester 5

AAP3014 DIMENSIONS OF GLOBAL POLITICS

IS Specialisation: Unit 3
IS Elective 2
Other Degree Unit 13

Semester 6
### Year 4

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### Admission Requirements

To qualify for admission to the course, applicants must apply for internal course transfer. Applicants must have satisfactory academic performance in the first year of university studies completed to date.

### Bachelor of International Studies/Bachelor of Communication

#### Course Code

ABIC

#### Campus

Footscray Park

#### Course Requirements

The Bachelor of International Studies, in combination with another degree, will normally involve students completing 16 units of International Studies together with 2/3 of the normal unit requirements for their other degree (ie. 16 units of study for a three-year degree; 24 units of study for a four-year degree). In this combination, students will also need to fulfill all the stipulated mandatory requirements for each of the degrees.

#### Course Structure

**Year 1**

**Semester 1**

- Other Degree Unit 1
- Other Degree Unit 2
- Other Degree Unit 3
- Other Degree Unit 4

**Semester 2**

- Other Degree Unit 5
- Other Degree Unit 6
- Other Degree Unit 7
- Other Degree Unit 8

**Year 2**

**Semester 3**

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**Year 3**

**Semester 5**

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Year 4
Semester 7

ASX3001 INTERNATIONAL STUDIES: PROFESSIONAL LEARNING
Credit Point EFTSL SC Band
12 0.1250 1
IS Elective 3 (may be capstone unit*)
IS Specialisation: Unit 6
Other degree Unit 15 (may be capstone unit*)

Semester 8
IS Specialisation: Unit 7
IS Specialisation: Unit 8
IS Elective 4
Other degree Unit 16

All International Studies specialisations are existing major sequences offered by the Faculty of Arts, Education and Human Development. Where the International Studies Project and/or the International Studies Professional Learning units relate to the area of specialisation, one may be counted as one unit out of the eight required for the specialisation. Students choosing this option are then able to include an additional elective within the overall course structure.

Capstone unit — the capstone unit of study would normally be completed as the capstone unit in the other professional degree, however, where the course structure makes it more appropriate the generic capstone unit, ACX3003 Professional and Career Development may be completed by a student; this may be included as one of the International Studies Electives in the final year of the course.

Note: All students in the Bachelor of International Studies are required to undertake core studies in international and intercultural learning through project and professional placement. For many students this would include spending a semester studying abroad through student exchange and/or participation in a study tour or participation in work or community service learning.

Admission Requirements
To qualify for admission to the course, applicants must apply for internal course transfer. Applicants must have satisfactory academic performance in the first year of university studies completed to date.

BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF EDUCATION
Course Code ABID
Campus Footscray Park, Melton

Course Requirements
The Bachelor of International Studies, in combination with another degree, will normally involve students completing 16 units of International Studies together with 2/3 of the normal unit requirements for their other degree (i.e. 16 units of study for a three-year degree, 24 units of study for a four-year degree). In this combination the student will also need to fulfill all the stipulated mandatory requirements for each of the degrees.

Course Structure
Year 1
Semester 1
Other Degree Unit 1
Other Degree Unit 2
Other Degree Unit 3
Other Degree Unit 4
Semester 2
Other Degree Unit 5
Other Degree Unit 6
Other Degree Unit 7
Other Degree Unit 8

Year 2
Semester 3
ACX1000 COMMUNICATING TRANSCULTURALLY
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IS Specialisation: Unit 10
Semester 4
IS Specialisation: Unit 2
IS Elective 1
Other Degree Unit 11
Other Degree Unit 12

Year 3
Semester 5
AAP3014 DIMENSIONS OF GLOBAL POLITICS
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IS Specialisation: Unit 3
IS Elective 2
Other Degree Unit 13
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Other Degree Unit 14
Year 4
Semester 7

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Semester 8

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Year 5 (Bachelor of International Studies/Bachelor of Education only)

Bachelor of Education Units x 8 (Including Bachelor of Education capstone unit*).

All International Studies specialisations are existing major sequences offered by the Faculty of Arts, Education and Human Development. Note: Bachelor of International Studies/Bachelor of Education requires students to complete a fifth year of eight units of the Bachelor of Education required units. The International Studies specialisation (and depending on choice, also electives) most likely will be able to count towards a student’s general studies requirement in the Bachelor of Education.

Where the International Studies Project and/or the International Studies Professional Learning units relate to the area of specialisation, one may be counted as one unit out of the eight required for the specialisation. Students choosing this option are then able to include an additional elective within the overall course structure.

Capstone unit — the capstone unit of study would normally be completed as the capstone unit in the other professional degree, however, where the course structure makes it more appropriate, the generic capstone unit, ACX3003 Professional and Career Development may be completed by a student; this may be included as one of the International Studies Electives in the final year of the course.

Note: All students in the Bachelor of International Studies are required to undertake core studies in international and intercultural learning through project and professional placement. For many students this would include spending a semester studying abroad through student exchange and/or participation in a study tour or participation in work or community service learning.

Admission Requirements

To qualify for admission to the course, applicants must apply for internal course transfer. Applicants must have satisfactory academic performance in the first year of university studies completed to date.

BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF ENGINEERING

Course Code ABIE

Campus Footscray Park and St Albans

Course Requirements

Bachelor of International Studies, in combination with another degree, will normally involve students completing 16 units of International Studies together with 2/3 of the normal unit requirements for their other degree (ie. 16 units for a three-year degree; 24 units for a four-year degree). In this combination the student will also need to fulfil all the stipulated mandatory requirements for each of the degrees.

Course Structure

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Other Degree Unit 14
Year 4
Semester 7

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INTERNATIONAL STUDIES: PROFESSIONAL LEARNING
IS Elective 3 (may be capstone unit*)
IS Specialisation: Unit 6
Other degree Unit 15 (may be capstone unit*)

Semester 8
IS Specialisation: Unit 7
IS Specialisation: Unit 8
IS Elective 4
Other degree Unit 16

All International Studies specialisations are existing major sequences offered by the Faculty of Arts, Education and Human Development. Where the International Studies Project and/or the International Studies Professional Learning units relate to the area of specialisation, one may be counted as one unit out of the eight required for the specialisation. Students choosing this option are then able to include an additional elective within the overall course structure.

Capstone unit — the capstone unit of study would normally be completed as the capstone unit in the other professional degree, however, where the course structure makes it more appropriate, the generic capstone unit, ASX3003 Professional and Career Development, may be completed by a student; this may be included as one of the International Studies Electives in the final year of the course.

Note: All students in the Bachelor of International Studies are required to undertake core studies in international and intercultural learning through project and professional placement. For many students this would include spending a semester studying abroad through student exchange and/or participation in a study tour or participation in work or community service learning.

BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF SCIENCE
Course Code ABIN
Campus Footscray Park
Course Requirements
Bachelor of International Studies, in combination with another degree, will normally involve students completing 16 units of International Studies together with 2/3 of the normal unit requirements for their other degree (ie. 16 units for a three-year degree; 24 units for a four-year degree). In this combination, students will also need to fulfil all the stipulated mandatory requirements for each of the degrees.

Course Structure
Year 1
Semester 1
Other Degree Unit 1
Other Degree Unit 2
Other Degree Unit 3
Other Degree Unit 4

Semester 2
Other Degree Unit 5
Other Degree Unit 6
Other Degree Unit 7
Other Degree Unit 8

Year 2
Semester 3

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COMMUNICATING TRANSCULTURALLY
IS Specialisation: Unit 1
Other Degree Unit 9
Other Degree Unit 10

Semester 4
IS Specialisation: Unit 2
IS Elective 1
Other Degree Unit 11
Other Degree Unit 12

Year 3
Semester 5
AAP3014 DIMENSIONS OF GLOBAL POLITICS
IS Specialisation: Unit 3
IS Elective 2
Other Degree Unit 13

Semester 6
ASX3000 INTERNATIONAL STUDIES PROJECT
IS Specialisation: Unit 4
IS Specialisation: Unit 5
Other Degree Unit 14
All International Studies specialisations are existing major sequences offered by the Faculty of Arts, Education and Human Development. Where the International Studies Project and/or the International Studies Professional Learning units relate to the area of specialisation, one may be counted as one unit out of the eight required for the specialisation. Students choosing this option are then able to include an additional elective within the overall course structure.

Capstone unit — the capstone unit of study would normally be completed as the capstone unit in the other professional degree, however, where the course structure makes it more appropriate, the generic capstone unit, ACX3003 Professional and Career Development may be completed by a student; this may be included as one of the International Studies Electives in the final year of the course.

Note: All students in the Bachelor of International Studies are required to undertake core studies in international and intercultural learning through project and professional placement. For many students this would include spending a semester studying abroad through student exchange and/or participation in a study tour or participation in work or community service learning.

BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF PSYCHOLOGY

Course Code: ABIP

Campus: Footscray Park, St Albans

Course Requirements:

Bachelor of International Studies, in combination with another degree, will normally involve students completing 16 units of International Studies together with 2/3 of the normal unit requirements for their other degree (ie. 16 units for a three-year degree; 24 units for a four-year degree). In this combination, students will also need to fulfil all the stipulated mandatory requirements for each of the degrees.

Course Structure

Year 1

Semester 1
Other Degree Unit 1
Other Degree Unit 2
Other Degree Unit 3
Other Degree Unit 4

Semester 2
Other Degree Unit 5
Other Degree Unit 6
Other Degree Unit 7
Other Degree Unit 8

Year 2

Semester 3

ACX1000 COMMUNICATING TRANSCULTURALLY 12 0.1250 1

IS Specialisation: Unit 1
Other Degree Unit 9
Other Degree Unit 10

Semester 4
IS Specialisation: Unit 2
IS Elective 1
Other Degree Unit 11
Other Degree Unit 12

Year 3

Semester 5
AAP3014 DIMENSIONS OF GLOBAL POLITICS 12 0.1250 1
IS Specialisation: Unit 3
IS Elective 2
Other Degree Unit 13

Semester 6
ASX3000 INTERNATIONAL STUDIES PROJECT 12 0.1250 1
IS Specialisation: Unit 4
IS Specialisation: Unit 5
Other Degree Unit 14

Year 4

Semester 7
ASX3001 INTERNATIONAL STUDIES: PROFESSIONAL LEARNING 12 0.1250 1
IS Elective 3 (may be capstone unit*)
IS Specialisation: Unit 6
All International Studies specialisations are existing major sequences offered by the Faculty of Arts, Education and Human Development. Where the International Studies Project and/or the International Studies Professional Learning units relate to the area of specialisation, one may be counted as one unit out of the eight required for the specialisation. Students choosing this option are then able to include an additional elective within the overall course structure.

Capstone unit — the capstone unit of study would normally be completed as the capstone unit in the other professional degree, however, where the course structure makes it more appropriate the generic capstone unit, ACX3003 Professional and Career Development may be completed by a student; this may be included as one of the International Studies Electives in the final year of the course.

Note: All students in the Bachelor of International Studies are required to undertake core studies in international and intercultural learning through project and professional placement. For many students this would include spending a semester studying abroad through student exchange and/or participation in a study tour or participation in work or community service learning.

### BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF RECREATION MANAGEMENT

**Course Code** ABIR  
**Campus** Footscray Park  
**Course Requirements**  
Bachelor of International Studies, in combination with another degree, will normally involve students completing 16 units of International Studies together with 2/3 of the normal unit requirements for their other degree (ie. 16 units for a three-year degree; 24 units for a four-year degree). In this combination, students will also need to fulfil all the stipulated mandatory requirements for each of the degrees.

**Course Structure**

**Year 1**

**Semester 1**
- Other Degree Unit 1
- Other Degree Unit 2
- Other Degree Unit 3
- Other Degree Unit 4

**Semester 2**
- Other Degree Unit 5
- Other Degree Unit 6
- Other Degree Unit 7
- Other Degree Unit 8

**Year 2**

**Semester 3**

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**Semester 5**

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**Semester 7**

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All International Studies specialisations are existing major sequences offered by the Faculty of Arts, Education and Human Development. Where the International Studies Project and/or the International Studies Professional Learning units relate to the area of specialisation, one may be counted as one unit out of the eight required for the specialisation. Students choosing this option are then able to include an additional elective within the overall course structure. 

Capstone unit — the capstone unit of study would normally be completed as the capstone unit in the other professional degree, however, where the course structure makes it more appropriate, the generic capstone unit, ACX3003 Professional and Career Development may be completed by a student; this may be included as one of the International Studies Electives in the final year of the course.

Note: All students in the Bachelor of International Studies are required to undertake core studies in international and intercultural learning through project and professional placement. For many students this would include spending a semester studying abroad through student exchange and/or participation in a study tour or participation in work or community service learning.

**BACHELOR OF INTERNATIONAL STUDIES**

**Course Code** ABIS

**Campus** Footscray Park

**Introduction**

This course, a remodelled version of an existing successful course, the BA (International Studies), is designed to produce graduates who will be particularly competitive in seeking employment internationally as well as strengthening their personal understanding and skill in linguistically and culturally diverse contexts locally. It has the following distinctive features:

As a stand alone, three-year degree, it will provide graduates with a strong grounding in two discipline specialisations of direct relevance to working in fields such as international relations, diplomacy, international education, international business, such as languages, international politics, Asian studies, history, international cultural studies.

As part of the larger proposal for Bachelor of International Studies, in combination with other degrees, it will enable students to combine the international and intercultural learning of the International Studies degree with another substantive professional area.

First-year level students in the program will have the opportunity to participate in a student circle mentoring group. This involves facilitation by peer mentors to assist new students in making the transition to higher education studies. In later years, students will have the opportunity to participate in the same program as mentors, including the option of mentoring a group of international students.

An international experience component is a mandatory component of the program. For most students this will comprise a semester or year abroad, and/or opportunity to participate in study tours for credit.

All specialisations within the program include the option for project work (including work-integrated and community service learning) that directly relates to, and complements, students’ other disciplinary interests in a way that involves a focus on the international context.

A key focus of the international and intercultural learning through international study and project-based learning will be the application of theory to practice. International and intercultural learning components will draw on the extensive range of VU student exchange partner institutions and other external community engagement and professional learning linkages across various industry clusters.

The capstone task will be completed in conjunction with a final year international project or professional learning unit of study.

**Course Objectives**

The objectives of the course are:

- to provide students with the opportunity to complete a course of study that develops their knowledge of and capacity to engage effectively in international contexts;
- through choice of specialisation/s, to enable students to develop their knowledge and skills in two or three specific areas relevant to the international context;
- to enhance opportunities for students to participate in an extended international experience (such as student exchange) as part of their studies;
- to provide the opportunity for students to develop interpersonal and intercultural awareness and skills that will equip them for future employment in culturally diverse contexts both within Australia and globally.

**Course Duration**

This is a three-year, full-time course of study. The course may also be taken on a part-time basis.

**Course Structure**

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**Semester 1**

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BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF BUSINESS (INTERNATIONAL TRADE)

Course Code ABIT

Campus Footscray Park, St Albans

Course Objectives

The objectives of the course are:

• to provide students with the opportunity to complete a course of study that develops their knowledge of, and capacity to, engage effectively in international contexts;
• through choice of specialisation/s, to enable students to develop their knowledge and skills in two or three specific areas relevant to the international context;
• to enhance opportunities for students to participate in an extended international experience (such as student exchange) as part of their studies;
• to provide the opportunity for students to develop interpersonal and intercultural awareness and skills that will equip them for future employment in culturally diverse contexts both within Australia and globally;
• to complement other degree studies in a chosen professional area (for students completing the Bachelor of International Studies within a combined degree program).

Course Duration

Four years

Course Structure

Year 1

Semester 1

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Semester 2

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Year 2

Semester 2

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Semester 4

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Year 3 Semester 5

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Year 4 Semester 7

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Semester 8

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IS Elective 4
Eight units of study selected from one of the following specialisation sequences offered by the Faculty of Arts, Education and Human Development.

Admission Requirements
For Direct Entry into the combined degree: Satisfactory completion of Year 12 or equivalent with a grade average of D in English together with fulfilment of any additional specialist requirement.

BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF SOCIAL WORK

Course Code ABIW

Campus St Albans and Footscray Park

Course Requirements
Bachelor of International Studies in combination with another degree will normally involve the student completing 16 units of International Studies together with 2/3 of the normal unit requirements for their other degree (i.e. 16 units for a three-year degree; 24 units for a four-year degree). In this combination, the student will also need to fulfil all the stipulated mandatory requirements for each of the degrees.

Course Structure
Year 1
Semester 1
Other Degree Unit 1
Other Degree Unit 2
Other Degree Unit 3
Other Degree Unit 4
Semester 2
Other Degree Unit 5
Other Degree Unit 6
Other Degree Unit 7
Other Degree Unit 8
Year 2
Semester 3

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All International Studies specialisations are existing major sequences offered by the Faculty of Arts, Education and Human Development. Where the International Studies Project and/or the International Studies Professional Learning units relate to the area of specialisation, one may be counted as one unit out of the eight required for the specialisation. Students choosing this option are then able to include an additional elective within the overall course structure.

Capstone unit — the capstone unit of study would normally be completed as the capstone unit in the other professional degree, however, where the course structure makes it more appropriate, the generic capstone unit, ASX3003 Professional and Career Development may be completed by a student. This may be included as one of the International Studies electives in the final year of the course.

Note: All students in the Bachelor of International Studies are required to undertake core studies in international and intercultural learning through project and professional placement. For many students this would include spending a semester studying abroad through student exchange and/or participation in a study tour or participation in work or community service learning.
BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF EXERCISE SCIENCE AND HUMAN MOVEMENT

Course Code ABIX

Campus Footscray Park and Melton

Course Requirements
Bachelor of International Studies in combination with another degree will normally involve the student completing 16 units of International Studies together with 2/3 of the normal unit requirements for their other degree (ie. 16 units for a three-year degree; 24 units for a four-year degree). In this combination, the student will also need to fulfil all the stipulated mandatory requirements for each of the degrees.

Course Structure
Year 1
Semester 1
Other Degree Unit 1
Other Degree Unit 2
Other Degree Unit 3
Other Degree Unit 4

Semester 2
Other Degree Unit 5
Other Degree Unit 6
Other Degree Unit 7
Other Degree Unit 8

Year 2
Semester 3

ACX1000 COMMUNICATING TRANSCULTURALLY 12 0.1250 1
IS Specialisation: Unit 1
Other Degree Unit 9
Other Degree Unit 10

Semester 4
IS Specialisation: Unit 2
IS Elective 1
Other Degree Unit 11
Other Degree Unit 12

Year 3
Semester 5
AAP3014 DIMENSIONS OF GLOBAL POLITICS 12 0.1250 1
IS Specialisation: Unit 3
IS Elective 2
Other Degree Unit 13

Semester 6
ASK3000 INTERNATIONAL STUDIES PROJECT 12 0.1250 1
IS Specialisation: Unit 4
IS Specialisation: Unit 5
Other Degree Unit 14

Year 4
Semester 7
ASK3001 INTERNATIONAL STUDIES: PROFESSIONAL LEARNING 12 0.1250 1
IS Elective 3 (may be capstone unit*)
IS Specialisation: Unit 6
Other degree Unit 15 (may be capstone unit*)

Semester 8
IS Specialisation: Unit 7
IS Specialisation: Unit 8
IS Elective 4
Other degree Unit 16

All International Studies specialisations are existing major sequences offered by the Faculty of Arts, Education and Human Development. Where the International Studies Project and/or the International Studies Professional Learning units relate to the area of specialisation, one may be counted as one unit out of the eight required for the specialisation. Students choosing this option are then able to include an additional elective within the overall course structure.

Capstone unit – the capstone unit of study would normally be completed as the capstone unit in the other professional degree, however, where the course structure makes it more appropriate the generic capstone unit, ACX3003 Professional and Career Development may be completed by a student; this may be included as one of the International Studies electives in the final year of the course.

Note: All students in the Bachelor of International Studies are required to undertake core studies in international and intercultural learning through project and professional placement. For many students this would include spending a semester studying abroad through student exchange and/or participation in a study tour or participation in work or community service learning.
Bachelor of Arts (Human Services)

Course Code: ABSB

Campus: St Albans

Course Objectives

For Continuing Students Only

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.

Course Duration

Three years full-time or part-time equivalent.

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 units of study in Human Services; two first-year foundation units; four elective units and two fieldwork units.

Course Structure

Year 1

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Year 3

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Stream Information

Psychology Stream

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plus two Psychology electives in Year 3

Gender Studies Stream

Year 1

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Years 2 and 3

plus four units of study from:

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International Community Development Stream

Year 1

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Year 2

ASA2023 WORKING WITH ORGANISATIONS: PROBLEMS AND POSSIBILITIES 12 0.1250 1
ASA2024 SOCIAL MOVEMENTS, SOCIAL ACTIONS 12 0.1250 1

Year 3

plus two units of study from:

ASA3023 THEORY AND PRACTICE OF INTERNATIONAL DEVELOPMENT 12 0.1250 1
ASA3024 PROJECT DESIGN AND IMPLEMENTATION 12 0.1250 1
ASC3022 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 6 12 0.1250 1

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.

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.

Bachelor of arts (community development)

Course Code ABSC (Australian Stream)

Campus St Albans

Course 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 units of study, communication units, research units, and contextual units in sociology and policy studies.

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

Course Duration
Students undertaking the Australian Stream normally enter at third-year level.

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) Australian Stream.

Course Structure
Students enter at third-year level. The duration for each unit is one semester unless specified otherwise.

Year 3

Semester 1

ASC3021 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 5 12 0.1250 1
ASS3031 SOCIOLOGY 3C: GOVERNING CIVIC LIFE: CITIZEN, NATION, SELF 12 0.1250 1
ASC3005 RESEARCH AND FIELDWORK 3 12 0.1250 1
ASC3031 COMMUNICATION THEORY: WORKSHOPS A 12 0.1250 1

Semester 2

ASC3022 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 6 12 0.1250 1
ASC3095 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES 12 0.1250 1
ASS3032 SOCIOLOGY 3D: FORMATIONS OF POWER: GOVERNING CULTURAL IDENTITY IN A ‘POSTCOLONIAL’ WORLD 12 0.1250 1
ASC3006 RESEARCH AND FIELDWORK 4 12 0.1250 1

Electives may not be offered every year.

Career Prospects
The Australian Stream is designed for students who intend working in Australian community work contexts.

Admission Requirements
All applicants are required to provide evidence of interest and experience in community or human service work on either a paid or voluntary basis, and to complete a selection interview and short written selection exercise.

Students seeking to undertake the BA (Community Development) Australian Stream should enrol first in the TAFE diploma course in community development (also offered at Victoria University). This is a two-year course that currently provides credit for the first two years of the BA Community Development degree.

Bachelor of arts (international community development) (I)

Course Code ABSD

Campus St Albans

Introduction
Students in the BA (International Community Development) undertake units of study in community development theory and practice. There are also contextual units of study in international development, African, Latin American, and Pacific and Asian studies, cultures and politics, and policy issues.

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

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

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

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 units of study.

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 1
ASA1023 COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL 12 0.1250 1
ASS1005 SOCIAL AND CULTURAL CHANGE 12 0.1250 1
ASC1033 COMMUNICATIONS WORKSHOP 12 0.1250 1
plus one elective

Semester 2
ASA1024 APPLIED HUMAN RIGHTS 12 0.1250 1
ASC1082 FIELDWORK PLACEMENT 12 0.1250 1
ASS2001 SOCIAL ISSUES IN CONTEMPORARY ASIA 12 0.1250 1
plus one elective

Year 2
Semester 1
ASA2023 WORKING WITH ORGANISATIONS: PROBLEMS AND POSSIBILITIES 12 0.1250 1
ASC2003 RESEARCH AND FIELDWORK 1 12 0.1250 1
ASA2030 REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY 12 0.1250 1
plus one elective

Semester 2
ASA2024 SOCIAL MOVEMENTS, SOCIAL ACTIONS 12 0.1250 1
ASC3095 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES 12 0.1250 1
ASC2004 RESEARCH AND FIELDWORK 2 12 0.1250 1
plus one elective

Year 3
Semester 1
ASA3023 THEORY AND PRACTICE OF INTERNATIONAL DEVELOPMENT 12 0.1250 1
ASS3012 SOCIOLOGY 3A: COLONISATION, DECOLONISATION AND DEVELOPMENT 12 0.1250 1
ASC3005 RESEARCH AND FIELDWORK 3 12 0.1250 1
ASA2030 REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY 12 0.1250 1

Semester 2
ASA3024 PROJECT DESIGN AND IMPLEMENTATION 12 0.1250 1
ASS3013 SOCIOLOGY 3B: INTERNATIONAL SOCIAL POLICY 12 0.1250 1
ASC3006 RESEARCH AND FIELDWORK 4 12 0.1250 1
plus one elective

Different units of study may be offered in some semesters.
A list of recommended electives is drawn up each year. Each elective is usually offered in only one semester and may not be available each year. Electives are only available to certain year levels.

Examples of electives
AAP2012 CULTURE AND POLITICS IN INDONESIA 12 0.1250 1
ACC3045 VIDEO PRODUCTION 12 0.1250 1
ACC3046 COMMUNICATING WITH RADIO 12 0.1250 1
ACW3019 GENDER, SCREEN, IDENTITY 12 0.1250 1
ACW2021 GENDER ON THE AGENDA 12 0.1250 1
ACW2033 WOMEN AND INTERNATIONAL DEVELOPMENT 12 0.1250 1
ACW3022 RETHINKING THE FAMILY 12 0.1250 1
ACW3023 GENDER CROSS-CULTURALLY 12 0.1250 1
ASM2001 MEDIATION 12 0.1250 1
ASS2027 TIMOR LESTE: HISTORY, POLITICS AND SOCIETY 12 0.1250 1

Other electives may be chosen, however, students must check with their 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 intergovernmental 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 (CRIMINAL JUSTICE STUDIES) (I)**

**Course Code:** ABSJ

**Campus:** Footscray Park

**Introduction**

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 criminology, sociology and social philosophy.

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

**Course 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 six Arts Elective units of study overall.

**Course Structure**

**Year 1**

**Semester 1**

- **Credit Point EFTSL SC Band**
  - ASS1001 SOCIOLOGY 1A: INTRODUCTION TO SOCIOLOGY 12 0.1250 1
  - BLB1101 AUSTRALIAN LEGAL SYSTEM IN CONTEXT 12 0.1250 3
  - BLB1114 LEGAL RESEARCH METHODS 12 0.1250 3
  - Arts Elective 1

**Semester 2**

- **Credit Point EFTSL SC Band**
  - ASS1002 SOCIOLOGY 1B: MANAGING NORMALITY 12 0.1250 1
  - ASL1003 CRIMINAL JUSTICE SYSTEM 12 0.1250 1
  - BLO3352 LEGAL TOPICS B 12 0.1250 2
  - Arts Elective 2

**Year 2**

**Semester 1**

- **Credit Point EFTSL SC Band**
  - ASS2009 MAKING MODERN IDENTITIES 12 0.1250 1
  - ASL2001 TECHNOLOGY AND LAW 12 0.1250 1
  - BLB1115 TORTS 12 0.1250 3
  - Arts Elective 3

**Semester 2**

- **Credit Point EFTSL SC Band**
  - ASL2003 ETHICS 12 0.1250 1
  - ASS2013 SOCIOLOGY OF THE BODY 12 0.1250 1
  - BLO3128 CRIMINAL LAW 12 0.1250 3
  - Arts Elective 4

**Year 3**

**Semester 1**

- **Credit Point EFTSL SC Band**
  - ASS3009 SOCIOLOGY OF LAW 12 0.1250 1
  - BLB3136 FAMILY LAW IN SOCIETY 12 0.1250 3
  - Arts Elective 5
  - Law Elective 1

**Semester 2**

- **Credit Point EFTSL SC Band**
  - ASL3002 LAW AND GOVERNANCE 12 0.1250 1
  - ASS3007 SPACE, KNOWLEDGE AND POWER 12 0.1250 1
  - ACK3003 PROFESSIONAL AND CAREER DEVELOPMENT 12 0.1250 1
  - 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 their preparedness to work in a range of criminal justice professions. The University does not determine entry requirements to Australian police organisations.
**BACHELOR OF ARTS (LEGAL STUDIES) (I)**

Course Code ABSL

**Campus** Footscray Park

**Introduction**

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

**Course 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. Units of study 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 (of which MUST be law units of study) and 12 in the Faculty of Arts, Education and Human Development, (8 units of study in an Arts major plus four other Arts units of study), and one Capstone unit from either Arts or Business and Law.
- students may not enrol in more than 10 units of study overall at first-year level. A major is eight units of study in the same subject area - two at first-year level and then another six at second and third-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 students’ selection of units of study.

Information regarding which law units of study are available in each semester for this year is available during the enrolment period.

**Course Structure**

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

**Year 1**

Semester 1
- Arts Major - Unit of Study 1
- Arts Elective 1

<table>
<thead>
<tr>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
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</thead>
<tbody>
<tr>
<td>BLB1114</td>
<td>12</td>
<td>0.1250</td>
</tr>
<tr>
<td>BLB1101</td>
<td>12</td>
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</tr>
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</table>

Semester 2
- Arts Major - Unit of Study 2
- Arts Elective 2

<table>
<thead>
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<tbody>
<tr>
<td>BLO3352</td>
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</tbody>
</table>

**Year 2**

Semester 1
- Arts Major - Unit of Study 3
- Arts Major - Unit of Study 4
- Law Unit of Study 1 (must be BLO1105 Business Law if not completed in first year)

Semester 2
- 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 1
- Arts Major - Unit of Study 7
- Arts Elective 4
- Law Unit of Study 3
- Law Unit of Study 4

Semester 2
- Arts Major - Unit of Study 8
- Law Unit of Study 5
- Law Unit of Study 6

<table>
<thead>
<tr>
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<tr>
<td>ACX3003</td>
<td>12</td>
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</tbody>
</table>

or an approved unit of study from the Faculty of Business and Law that includes the capstone task.

Units of study offered

Arts elective units 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.


*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 VTAC Guide for details.

BACHELOR OF ARTS (ADVOCACY & MEDIATION) (I)
Course Code ABSM

Campus: Footscray Park

Introduction
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 units of study 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 settlements, including mediation, advocacy and conflict resolution;
- knowledge and understanding of justice and mediation issues in the wider context of human service policies and strategies;
- familiarity with social research methods as they apply to human services and justice contexts;
- work-integrated learning opportunities to enable students to develop their theory and practice skills in community-based agencies.

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 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
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<tbody>
<tr>
<td>ASS1001</td>
<td>SOCIOLOGY 1A: INTRODUCTION TO SOCIOLOGY</td>
<td>12</td>
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<tr>
<td>BLB1101</td>
<td>AUSTRALIAN LEGAL SYSTEM IN CONTEXT</td>
<td>12</td>
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<td>BLB1114</td>
<td>LEGAL RESEARCH METHODS</td>
<td>12</td>
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<td>3</td>
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Arts Elective 1 (Year 1 level)

Semester 2

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<tbody>
<tr>
<td>ASS1002</td>
<td>SOCIOLOGY 1B: MANAGING NORMALITY</td>
<td>12</td>
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<td>1</td>
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<tr>
<td>ACX1002</td>
<td>KNOWING AND KNOWLEDGE B</td>
<td>12</td>
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<tr>
<td>BLO3352</td>
<td>LEGAL TOPICS B</td>
<td>12</td>
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Arts Elective 2 (Year 1 level)

Year 2
Semester 1

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<tr>
<td>ASC3095</td>
<td>CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES</td>
<td>12</td>
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<tr>
<td>ASS2009</td>
<td>MAKING MODERN IDENTITIES</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
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<tr>
<td>ASC2003</td>
<td>RESEARCH AND FIELDWORK 1</td>
<td>12</td>
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Arts Elective 3 (Year 1 or 2 level)

Semester 2

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<tbody>
<tr>
<td>ASM2002</td>
<td>RESTORATIVE JUSTICE</td>
<td>12</td>
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<tr>
<td>ASS2013</td>
<td>SOCIOLOGY OF THE BODY</td>
<td>12</td>
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<tr>
<td>BLO2207</td>
<td>EMPLOYMENT LAW</td>
<td>12</td>
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Arts Elective 4 (Must be Year 1 or 2 level)

Year 3
Semester 1

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<tr>
<td>ASS3009</td>
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<td>12</td>
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<tr>
<td>BLO3332</td>
<td>ADMINISTRATIVE LAW</td>
<td>12</td>
<td>0.1250</td>
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<tr>
<td>ASM3001</td>
<td>ADVOCACY AND MEDIATION INTERNSHIP 1</td>
<td>12</td>
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Arts Elective 5 (Must be Year 2 or 3 level)

Semester 2

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<tr>
<td>ASM2001</td>
<td>MEDIATION</td>
<td>12</td>
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<td>ASL3002</td>
<td>LAW AND GOVERNANCE</td>
<td>12</td>
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<td>ASM3002</td>
<td>ADVOCACY AND MEDIATION INTERNSHIP 2</td>
<td>12</td>
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</table>

Arts Elective 6 (Year 2 or 3 level)

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 wider 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 counsellors and advocacy agency workers, community outreach workers, Aboriginal outreach workers, consumer advocates, workers in community-based ‘early intervention’ programs targeted at young offenders, disability worker advocate positions, equal opportunity workers, affirmative action, or equity officers in large organisations.

**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 18 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 VTAC Guide for details.

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**BACHELOR OF SOCIAL WORK (PRELIMINARY YEAR) (I)**

**Course Code**: ABSP

**Campus**: St Albans

**Introduction**

The course provides the prerequisite one-year of tertiary study in social sciences for entry to the three-year Bachelor of Social Work course (St Albans Campus).

**Course Objectives**

At the completion of the course students are eligible for entry to the Bachelor of Social Work degree or alternatively may continue into the second year of the Bachelor of Arts.

**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 units of study;
- complete two or four Arts electives (depending on whether both Psychology and Sociology are undertaken).

**Course Structure**

**Year 1**

**Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>EFTSL</th>
<th>SC Band</th>
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</thead>
<tbody>
<tr>
<td>ACX1001</td>
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<tr>
<td>APP1012</td>
<td>PSYCHOLOGY 1A</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
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<tr>
<td>or</td>
<td>ASS1012</td>
<td>SOCIOLOGY 1A: INTRODUCTION TO AUSTRALIAN SOCIETY AND CULTURES</td>
<td>12</td>
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</tbody>
</table>

Arts elective

Additional elective (Only if you choose NOT to do both Sociology and Psychology).

**Semester 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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<tr>
<td>ACX1002</td>
<td>KNOWING AND KNOWLEDGE B</td>
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<td>PSYCHOLOGY 1B</td>
<td>12</td>
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<td>1</td>
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<tr>
<td>and/or</td>
<td>ASS1013</td>
<td>SOCIOLOGY 1B: ISSUES IN AUSTRALIAN SOCIETY AND CULTURE</td>
<td>12</td>
<td>0.1250</td>
</tr>
</tbody>
</table>

Arts elective

Additional elective (Only if you choose NOT to do both Sociology and Psychology).

Units of study offered

Units on offer include: Psychology, Sociology plus a choice of elective units 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.

**Career Prospects**

Students who progress to complete the Bachelor of Social Work will be eligible for membership of the Australian Association of Social Workers and will be qualified to pursue a career in human services.

**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 VTAC Guide for details.

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**BACHELOR OF SOCIAL WORK (I)**

**Course Code**: ABUW

**Campus**: St Albans

**Introduction**

Social Work is a key profession in the promotion of social justice and social welfare in Australian society, and internationally. Social workers are involved with people at individual, family, and community levels to bring about change. Social workers require strong analytical skills and a high level of knowledge in order to understand and address the causes and dynamics of social disadvantage. At the same time, they require a large repertoire of skills for working with individuals, groups and communities to assist them in gaining greater control over resources and decision-making.

The degree course is designed to provide students with the knowledge and skills necessary for contemporary social work practice. Upon completion of the course, students will have a strong grounding in the following areas: interpersonal and group work, community development, policy analysis, social research and social action.

Industry-based education is an integral part of the teaching program and over the duration of the course, students will normally complete two field education placements in different human services agency settings.

The Bachelor of Social Work is a total of four years’ full-time study or part-time equivalent. Usually, the first year is undertaken as the first year of a Bachelor of Arts degree. The Faculty of Arts, Education and Human Development also offers a Bachelor of Social Work (Preliminary Year), which fulfils this first year requirement.

**Course Objectives**

The Bachelor of Social Work course aims to prepare students for effective professional practice as social workers in the social and community services industries.
(a) General Objectives
The general objectives of the curriculum are associated with the liberal arts component of the BSW Course, which in time sequence precedes the professional component of the BSW course. There is variation among students in terms of the number of years of tertiary education completed. It ranges from a minimum of one year to completed degrees. We advise those students who are about to enter university and are inquiring about which units of study they ought to pursue to prepare them for social work, to take a broad range of units from different disciplines rather than concentrating on only one or two disciplines. The objectives of the liberal arts component of the BSW course at Victoria University are:

- to obtain knowledge from the humanities and social sciences that informs social work;
- to gain an understanding of the socioeconomic, political, psychological, and cultural forces that impinge upon people's lives;
- to become aware of how society has developed and is organised; and
- to obtain knowledge that enables students to broaden the understanding of themselves and the world.

(b) Professional Objectives
The objectives of the professional component of the BSW programs are:

- to help meet the social welfare labour force needs of Australia generally and the western region of Melbourne in particular;
- to increase students’ knowledge and understanding of social welfare in the Australian context, emphasising origins, ideological bases, development, functions, contradictions, administrative forms, and impacts on oppressed groups including Indigenous people, poor people, women, people of colour and people with disabilities;
- to expand students’ understanding of the historical development of social work and of social work practice, including its scope and limitations, its internal debates, and its interrelationship with other bodies of knowledge;
- to introduce students to the origins, manifestations, dynamics, causes and consequences of social inequality and oppression;
- to facilitate students’ development of purposeful use of skills within a wide range of social work roles and methods of intervention necessary for the elimination of social inequality and obstacles to social functioning;
- to enhance students’ development, intellectual inquisitiveness, creative problem-solving skills, reflective practices, and proper use of a range of research methods; a facility for critical questioning, and a goal of life-long learning; and
- to strengthen students’ understanding of, and commitment to, social work purposes, values, ideals, beliefs, and identity; particularly to understand it from an anti-oppressive framework.

Course Duration
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 units, eg. sociology and psychology, politics and economics. The preliminary year can be undertaken as part of either a Bachelor of Arts or the Bachelor of Social Work Preliminary Year (ABSP) offered at Victoria University or equivalent degree courses at other universities. Applications for the Bachelor of Social Work Preliminary Year (ABSP) are through VTAC with a Victoria University supplementary form being filled out.

Maximum Credit Transfer Policy
Bachelor of Social Work students may apply for credit transfer for previous studies including possible credit transfer for either ASW3055 Field Education 1A or ASW4093 Field Education 2A. However, in order to meet the requirements of the Australian Association of Social Workers, BSW students must complete a minimum of eight units of study in addition to two (Field Education placements).

Year 2
Semester 1

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Credit Points</th>
<th>EFTSL</th>
<th>SC Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASW2102</td>
<td>SOCIAL WELFARE: HISTORY AND CURRENT CONTEXT</td>
<td>12</td>
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<tr>
<td>ASW2103</td>
<td>HUMAN DEVELOPMENT IN SOCIAL CONTEXT</td>
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<tr>
<td>ASW2202</td>
<td>SOCIAL WORK THEORIES</td>
<td>12</td>
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<tr>
<td>ASW2203</td>
<td>INTERPERSONAL AND COMMUNICATION SKILLS</td>
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Semester 2

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<td>INTRODUCTION TO SOCIAL POLICY</td>
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<tr>
<td>ASW2090</td>
<td>GROUPWORK THEORY AND PRACTICE</td>
<td>12</td>
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<tr>
<td>ASW2094</td>
<td>WORKING IN HUMAN SERVICE ORGANISATIONS</td>
<td>12</td>
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<tr>
<td>ASW2098</td>
<td>SOCIAL RESEARCH 1</td>
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Year 3
Semester 1

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<tr>
<td>ASW3110</td>
<td>SOCIAL WORK, ADVOCACY AND HUMAN RIGHTS</td>
<td>12</td>
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<td>ASW3101</td>
<td>SKILLS FOR SOCIAL WORK DIRECT PRACTICE</td>
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<td>ASW3102</td>
<td>CRITICAL SOCIAL WORK THEORIES</td>
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<td>AEK1101</td>
<td>INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS</td>
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Semester 2

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<td>ASW3201</td>
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<td>ASW3202</td>
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<tr>
<td>ASW3300</td>
<td>WORKING WITH INDIVIDUALS AND FAMILIES</td>
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Year 4 (Standard)
Semester 1

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<tr>
<td>ASW4044</td>
<td>COMMUNITY DEVELOPMENT</td>
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<td>FIELD EDUCATION 2</td>
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Semester 2

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<td>ASW4090</td>
<td>SOCIAL POLICY ANALYSIS: CURRENT ISSUES</td>
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Students are to undertake two professional units from the list below (only two professional units will be offered each year):

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Credit Points</th>
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<th>SC Band</th>
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<tr>
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<td>SOCIAL PLANNING AND PROGRAM DEVELOPMENT</td>
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<td>ASW4048</td>
<td>HEALTH AND MENTAL HEALTH: PRACTICE AND POLICY</td>
<td>12</td>
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<td>ASW4049</td>
<td>SOCIAL WORK WITH SCHOOLS</td>
<td>12</td>
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<tr>
<td>ASW4050</td>
<td>STATUTORY SOCIAL WORK</td>
<td>12</td>
<td>0.1250</td>
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</tr>
</tbody>
</table>
Introduction
Continuing Students Only
The BA (International Studies) allows students to design a coherent degree with majors that offer international perspectives: Advanced English for Speakers of Other Languages, Asian Studies, Chinese, Japanese, Spanish, Vietnamese, History, Political Science, Sociology of the Global South. The BA (International Studies) program will develop advanced analytical and critical skills relevant to a rapidly globalising professional environment and changing labour market needs.

Course Structure
For a normal full-time load:

Year 1
Semester 1
1st Major — Unit of Study 1
2nd Major — Unit of Study 1

Semester 2
1st Major — Unit of Study 2
2nd Major — Unit of Study 2

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

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

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

Semester 2
1st Major — Unit of Study 8
2nd Major — Unit of Study 7
2nd Major — Unit of Study 9
Elective (must be year 2/3 level)

International Studies majors
• Advanced English for Speakers of Other Languages - Footscray Park
• Asian Studies — Footscray Park
• Chinese — Footscray Park
• History — Footscray Park
• International Cultural Studies — Footscray Park
• Japanese — Footscray Park
• Political Science — Footscray Park
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.

GRADUATE DIPLOMA IN ARTS (POLITICS AND INTERNATIONAL STUDIES)

Course Code AGAI

Campus Footscray Park

Introduction

No intake 2009

The 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 course’s aim is to make students aware of political institutions and processes (domestic and international) that shape their lives by linking personal circumstances to public issues, and to raise the levels of public debate about politics and public policy.

Course Duration

The duration of the Graduate Diploma is two semesters full-time or four semesters part-time.

Course Requirements

To qualify for the Graduate Diploma in Arts (Politics and International Studies) students must complete a total of 96 credit points.

Course Structure

 Semester 1

<table>
<thead>
<tr>
<th>Credit Point</th>
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<tbody>
<tr>
<td>AAP1010 FOUNDATIONS OF POLITICAL SCIENCE</td>
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<td>AAP2015 INTERNATIONAL RELATIONS</td>
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<tr>
<td>AAP2017 NORTH AMERICAN POLITICS</td>
<td>12</td>
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<tr>
<td>AAP3014 DIMENSIONS OF GLOBAL POLITICS</td>
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 Semester 2

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<tr>
<th>Credit Point</th>
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<tbody>
<tr>
<td>AAP1002 AUSTRALIAN POLITICS</td>
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<tr>
<td>AAP2012 CULTURE AND POLITICS IN INDONESIA</td>
<td>12</td>
<td>0.1250</td>
</tr>
<tr>
<td>AAP2016 DICTATORSHIP AND DEMOCRACY</td>
<td>12</td>
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<tr>
<td>ASS2025 TRANSNATIONAL SOCIAL MOVEMENTS</td>
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BACHELOR OF ARTS (HONOURS)

Course Code AHFF

Campus Footscray Park

Introduction

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.

Course Objectives

The primary functions of this course are to:

• provide the first stage towards a higher degree (i.e. a Masters or a Doctorate) by research;
• give greater depth to your undergraduate studies;
• gain a greater understanding of the contemporary theories and debates in the humanities and social sciences;
• develop research skills;
• learn to analyse and write at a more abstract and theoretical level.

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 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.

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 1

<table>
<thead>
<tr>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
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<tbody>
<tr>
<td>ASH4003 KEY DEBATES IN THE HUMANITIES AND SOCIAL SCIENCES</td>
<td>24</td>
<td>0.2500</td>
</tr>
<tr>
<td>One or more units relevant to your discipline area (this should be discussed with your supervisor or Departmental Honours co-ordinator.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASH4011 SOCIOLOGY HONOURS</td>
<td>24</td>
<td>0.2500</td>
</tr>
<tr>
<td>AAX4003 HISTORY HONOURS 4</td>
<td>24</td>
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</tr>
</tbody>
</table>
Course Structure

Law and Technology, and The Historical Dimensions of Crime Control. of the philosophies and objectives of modern criminal justice and the role of various agencies within it. The units of study include: Science and Crime, The Politics of Law and Order, increasingly aware of the scope of social interventions into crime. The professions have recognised the need for a more highly educated workforce with a developed understanding with social welfare organisations, law and judicial administration, penal and correctional institutions, family and community, and policing professionals are required to become applications in the social sciences and law, including criminology, sociology and social philosophy. As criminal justice has become increasingly complex, with systemic interactions This course responds to recent needs of professions and institutions which currently make up the criminal justice system. It focuses on the development of new knowledge and applications in the social sciences and law, including criminology, sociology and social philosophy. As 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 professionals are required to become increasingly aware of the scope of social interventions into crime. The professions have recognised the need for a more highly educated workforce with a developed understanding of the philosophies and objectives of modern criminal justice and the role of various agencies within it. The units of study include: Science and Crime, The Politics of Law and Order, Law and Technology, and The Historical Dimensions of Crime Control.

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% of the total number of undergraduate units of study attempted.

To apply for the Honours Year you must complete and submit a direct application form to the Student Centre (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)
Course Code AHSS

Campus St Albans

Introduction

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 (ie. 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 1

ASH4003 KEY DEBATES IN THE HUMANITIES AND SOCIAL SCIENCES 24 0.2500 1

One or more units relevant to your discipline area
(this should be discussed with your supervisor or Departmental Honours co-ordinator).

ASH4011 SOCIOLOGY HONOURS 24 0.2500 1

AAX4003 HISTORY HONOURS 4 24 0.2500 1

ACX4001 HUMANITIES HONOURS 4 24 0.2500 1

Semester 2

ASH4001 HONOURS THESIS (FULL-TIME) 48 0.5000 1

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% of the total number of undergraduate units 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.

MASTER OF SOCIAL SCIENCE - (FORENSIC AND CRIME STUDIES)
Course Code AMFC

Campus Footscray Park, City

Introduction

This course responds to recent needs of professions and institutions which currently make up the criminal justice system. It focuses on the development of new knowledge and applications in the social sciences and law, including criminology, sociology and social philosophy. As 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 professionals are required to become increasingly aware of the scope of social interventions into crime. The professions have recognised the need for a more highly educated workforce with a developed understanding of the philosophies and objectives of modern criminal justice and the role of various agencies within it. The units of study include: Science and Crime, The Politics of Law and Order, Law and Technology, and The Historical Dimensions of Crime Control.

Course Structure

Year 1

Semester 1

ASL5001 CRIME POLICY AND POLITICS 24 0.2500 1
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

ASL5002 SPACES OF INCARCERATION 24 0.2500 1
Semester 2

ASL5003 SOCIAL STUDIES OF FORENSIC SCIENCE 24 0.2500 1
ASL5004 LAW AND NORM 24 0.2500 1
Semester 3

Full-Time
ASL6001 MINOR THESIS (FULL-TIME) 24 0.2500 1
ASL6003 METHODS OF INQUIRY: CRIMINOLOGICAL, SOCIAL, ETHICAL (FULL-TIME) 24 0.2500 1
OR Part-Time
ASL6002 MINOR THESIS (PART-TIME) 24 0.2500 1
ASL6004 METHODS OF INQUIRY: CRIMINOLOGICAL, SOCIAL, ETHICAL (PART-TIME) 24 0.2500 1

Admission Requirements
Relevant undergraduate degree
Course Fees
This is a full-fee paying Masters by Coursework program/PELS.

MASTER/DOCTOR OF SOCIAL WORK / DOCTOR OF SOCIAL WORK
Course Code AMSW/AZSW

Campus St Albans (with options at Footscray Park and City Flinders).

Introduction
The aim of this Professional Master in Social Work is as a pathway to a Doctorate in Social Work as research degree, where the research component is workplace-based. Students will enter the Professional Master program with the appropriate professional qualification (BSW) and five years practice with at least two years as senior practitioner. As professional awards, they have a mixture of coursework and thesis, where the thesis forms 80% of the requirements. Candidates have two exit points. The first exit point is with Professional Master of Social Work after successful completion of the coursework and Master of Social Work thesis. Or candidates can make application (at end of the first semester and after successful completion of the coursework components) for entry into the Doctorate of Social Work, as the second exit point.

Course Objectives
The objectives of these courses are: To provide candidates with an educational opportunity to expand social work’s current knowledge and practice base from the experiences and context of the workplace; to locate this learning, scholarship and research within the rigours and robustness of a professional MSW and DSW; to enhance and add value to the existing social work knowledge and practice base through applied research projects in the workplace; to provide candidates with the opportunity to undertake specific research projects in the workplace linking practice and organisational learning with professional development; and to raise the research profile and research activities of social work practitioners within the human and community services sector.

Course Duration
Two years - Full Time (or Part Time equivalent) for AMSW.
Three years full-time (or part-time equivalent) for AZSW.

Career Prospects
These postgraduate courses will enable senior practitioners to advance their careers in practice, in administration, and in research in the human services sector.

Admission Requirements
Professional Qualification (BSW) and five years practice with at least two years as senior practitioner.
GRADUATE CERTIFICATE IN ASIAN AND PACIFIC STUDIES (ATAS) (I)
GRADUATE DIPLOMA IN ASIAN AND PACIFIC STUDIES (AGAS) (I)
MASTER OF ARTS IN ASIAN AND PACIFIC STUDIES (AMAS)(I)

Course Code ATAS/AGAS/AMAS

Campus Footscray Park

Introduction
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.

Course Objectives
The aims of the programs are to provide graduates with:
- a comprehensive overview of the critical issues which influence the development of contemporary Asian and Pacific societies and cultures;
- skills sufficient to analyse data and texts relating to the above;
- community development skills, knowledge, and expertise for intending, or already employed, community development and development project workers in the Asia Pacific region (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 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, students must complete a total of 48 credit points;
- to qualify for the Graduate Diploma in Asian and Pacific Studies, students must complete a total of 96 credit points; and
- to qualify for the Master of Arts in Asian and Pacific Studies, students must complete a total of 192 credit points.

Course Structure

ATAS Graduate Certificate in Asian and Pacific Studies

Normal full-time load

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credit Points</th>
<th>EFTSL</th>
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<td>OCEANIA IN THE MODERN WORLD</td>
<td>12</td>
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</tbody>
</table>

plus one elective from the list below

AGAS Graduate Diploma in Asian & Pacific Studies

Normal full-time load

<table>
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<tr>
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<th>Course Title</th>
<th>Credit Points</th>
<th>EFTSL</th>
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<td>INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’</td>
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<td>ASA5022</td>
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<td>AAA5021</td>
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<td>12</td>
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</tbody>
</table>

plus three elective from the list below

AMAS Master of Arts in Asian & Pacific Studies

Two options are available for the Masters component.

Year 1
Completion of the units required for AGAS Graduate Diploma in Asian and Pacific Studies plus one of the following two options.

Option 1: Minor Thesis and Coursework

Full-time

Year 2

Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>EFTSL</th>
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<tbody>
<tr>
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plus one elective from list below

Semester 2

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plus one elective from list below

Part-time

Year 2 Semester 1

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plus one elective from the list below

Semester 2

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plus one elective from the list below

Year 3 Semester 1

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Semester 2

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Option 2: Thesis only

Full-Time
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Arts electives may be chosen from the following units of study.

Only a selection of these units of study will be offered each year.

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### Admission Requirements

**Entry to Graduate Certificate/Diploma Programs**

The entry requirement to the Graduate Certificate/Diploma is the completion of a three-year undergraduate degree or equivalent, normally with a Credit rating or above in the final year units of study.

**Entry to Master of Arts Program**

- Normally, students who complete Graduate Diploma units of study with a Distinction (D) average will be eligible to continue to complete the Master of Arts program. 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 unit Interpreting ‘Asia’ and the ‘Pacific’. Honours graduates from non-Asian Studies disciplines are required to complete the required unit ‘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.

### GRADUATE CERTIFICATE IN INTERNATIONAL COMMUNITY DEVELOPMENT

### GRADUATE DIPLOMA IN INTERNATIONAL COMMUNITY DEVELOPMENT (I)

### MASTER OF ARTS IN INTERNATIONAL COMMUNITY DEVELOPMENT (I)

**Course Code** ATIC, AGIC and AMIC

**Campus** St Albans

**Introduction**

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 societies and cultures;
- skills sufficient to analyse data and texts relating to the above;
- community development skills, knowledge, and expertise for intending, or already employed, community development and development project workers in the Asia Pacific region.

**Course Duration**

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 International Community Development (either stream), students must complete a total of 48 credit points;
- to qualify for the Graduate Diploma in International Community Development (either stream), students must complete a total of 96 credit points; and
- to qualify for the Master of Arts in International Community Development (either stream), students must complete a total of 192 credit points.

**Course Structure**

ATIC Graduate Certificate in International Community Development

Normal full-time load
<table>
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<tr>
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**Admission Requirements**

Entry to Graduate Certificate/Diploma Programs

The entry requirement to the Graduate Certificate/Diploma is the completion of a three-year undergraduate degree or equivalent, normally with a Credit rating or above in the final year units of study.

Entry to Master of Arts Program

Normally, students who complete Graduate Diploma units of study with a Distinction (D) average will be eligible to continue to complete the Master of Arts program. 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 unit of study
"Interpreting 'Asia' and the 'Pacific'. Honours graduates from non-Asian Studies disciplines are required to complete the required unit of study "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 International Community Development before
entering the Masters program. Exceptions will be made for students who have a strong background in Asian and Pacific Studies.

Course Fees
The course is full-fee paying. Contact the Faculty of Arts, Education and Human Development for further details.

GRADUATE CERTIFICATE OF PUBLIC ADVOCACY AND ACTION
GRADUATE DIPLOMA OF PUBLIC ADVOCACY AND ACTION
MASTER OF PUBLIC ADVOCACY AND ACTION (I)

Course Code ATSA, AGSA, ANSA

Campus Based at Footscray Park with online and distance mode in some units.

Introduction
This innovative postgraduate course has been specifically designed to enhance the knowledge of professionals working in international and local advocacy, community, human
rights and environment areas. Given the significant increases in both the number of civil society initiatives and organisations, and the global scope of their activities over the
past 30 years, this Masters program is at the forefront of intellectual developments in this area. Just as global communications networks have enhanced the advocacy role of
organisations, so these technologies are employed in teaching and research to provide a global forum where civil society initiatives, skills and strategies can be discussed.

Course Objectives
The aims of the programs in Public Advocacy and Action include:
• providing an opportunity for experienced advocates and activists for social change to undertake structured studies to both build upon their skills and facilitate critical
reflection and practice;
• enabling students to theorise and understand contemporary forms of global civic engagement;
• providing a forum in which to critique and debate different models of civil society;
• introducing and developing students’ skills in the application of contemporary social and management theory to forms of advocacy for social transformation in the global
environment;
• developing professional skills in advocacy project management, financing, campaigning, evaluation, conflict resolution and negotiation through a variety of teaching and
learning strategies;
• developing advanced skills of analysis and critique relevant to both professional practice and research.

Course Duration
Graduate Certificate of Public Advocacy and Action
One year part-time over two semesters
Graduate Diploma of Public Advocacy and Action
One year over two semesters or part-time equivalent
Master of Public Advocacy and Action
Three semesters full-time 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 four units of study and those choosing the minor thesis option must have undertaken an approved research methods
unit.
To qualify for the Master of Public Advocacy and Action, students must complete a total of 144 credit points.

Course Structure
Core units of study will offer a combination of advocacy, capacity building and globalisation units which can be taken in combination with management, financial management,
environmental, gender and communications electives.

Graduate Certificate in Public Advocacy & Action

Year 1
Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Point</th>
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<tr>
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<td>THE CHALLENGES OF SOCIAL TRANSFORMATION</td>
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Semester 2

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Graduate Diploma in Public Advocacy & Action

Year 1

Semester 1

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plus one Financial or Project Management elective

Semester 2

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plus one Research Elective
plus one Financial or Project Management Elective

Master of Public Advocacy and Action

Option 1
### ASA6035 MINOR RESEARCH THESIS
- **Credit Point**: 48
- **EFTSL**: 0.5000
- **SC Band**: 1

or

### ASA6030 MINOR RESEARCH THESIS (PART-TIME)
- **Credit Point**: 24
- **EFTSL**: 0.2500
- **SC Band**: 1

or

### Option 2

#### ASA6021 PROFESSIONAL PROJECT PAA (FULL-TIME)
- **Credit Point**: 24
- **EFTSL**: 0.2500
- **SC Band**: 1

plus two electives chosen from the available electives for 2009

or

#### ASA6022 PROFESSIONAL PROJECT PAA (PART-TIME)
- **Credit Point**: 12
- **EFTSL**: 0.1250
- **SC Band**: 1

plus two electives chosen from the available electives for 2009

### Management Electives

#### ASA5024 MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS
- **Credit Point**: 12
- **EFTSL**: 0.1250
- **SC Band**: 1

#### ACG5098 MANAGING PUBLIC RELATIONS CAMPAIGNS
- **Credit Point**: 12
- **EFTSL**: 0.1250
- **SC Band**: 2

#### BMO5520 ORGANISATION ANALYSIS AND BEHAVIOUR
- **Credit Point**: 12
- **EFTSL**: 0.1250
- **SC Band**: 3

#### BM05547 EMPLOYEE DEVELOPMENT AND CHANGE
- **Credit Point**: 12
- **EFTSL**: 0.1250
- **SC Band**: 3

#### BM05590 MANAGEMENT IN THE ASIA-PACIFIC REGION
- **Credit Point**: 12
- **EFTSL**: 0.1250
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### Financial or Project Management Electives

#### ASA5002 COMMUNITY DEVELOPMENT: PROJECT PLANNING AND MANAGEMENT
- **Credit Point**: 12
- **EFTSL**: 0.1250
- **SC Band**: 1

#### BAO6504 ACCOUNTING FOR MANAGEMENT
- **Credit Point**: 12
- **EFTSL**: 0.1250
- **SC Band**: 3

#### BAO5522 MANAGERIAL ACCOUNTING
- **Credit Point**: 12
- **EFTSL**: 0.1250
- **SC Band**: 3

#### BAO5734 FINANCIAL ANALYSIS
- **Credit Point**: 12
- **EFTSL**: 0.1250
- **SC Band**: 3

### Masters Electives

#### ASA5001 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE
- **Credit Point**: 12
- **EFTSL**: 0.1250
- **SC Band**: 1

#### ACF5031 WOMEN AND INTERNATIONAL DEVELOPMENT
- **Credit Point**: 12
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#### ASA5055 REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY
- **Credit Point**: 12
- **EFTSL**: 0.1250
- **SC Band**: 1

#### ACG5208 CRISIS AND RISK COMMUNICATION
- **Credit Point**: 12
- **EFTSL**: 0.1250
- **SC Band**: 1

#### ACG5203 PRINT AND WEB JOURNALISM
- **Credit Point**: 12
- **EFTSL**: 0.1250
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#### ACG5209 PUBLIC HEALTH COMMUNICATION
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- **SC Band**: 1

#### BAO5573 INTERNATIONAL FINANCIAL MANAGEMENT
- **Credit Point**: 12
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- **SC Band**: 3

#### BAO5528 ACCOUNTING FOR PUBLIC SECTOR MANAGERS
- **Credit Point**: 12
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- **SC Band**: 3

#### BAO6504 ACCOUNTING FOR MANAGEMENT
- **Credit Point**: 12
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- **SC Band**: 3

#### BEO5600 ECONOMICS FOR MANAGEMENT
- **Credit Point**: 12
- **EFTSL**: 0.1250
- **SC Band**: 3

#### BMO5401 SPECIAL EVENT MANAGEMENT
- **Credit Point**: 12
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### Research Electives

#### AAA5002 RESEARCH METHODS
- **Credit Point**: 12
- **EFTSL**: 0.1250
- **SC Band**: 1

#### ACG5200 APPROACHES TO RESEARCH
- **Credit Point**: 12
- **EFTSL**: 0.1250
- **SC Band**: 1

#### RCS5100 RESEARCH METHODOLOGY
- **Credit Point**: 12
- **EFTSL**: 0.1250
- **SC Band**: 2

#### APM5003 QUALITATIVE RESEARCH METHODS
- **Credit Point**: 12
- **EFTSL**: 0.1250
- **SC Band**: 1

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**GRADUATE CERTIFICATE IN COMMUNITY SERVICES**

**GRADUATE DIPLOMA IN COMMUNITY SERVICES**

**MASTER OF ARTS (COMMUNITY SERVICES)**

**Course Code** ATSS, AGSS and AMSS

**Campus** City Flinders

**Introduction**

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 organisational functioning, engaging with communities that shape organisations, 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 of 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.

Master of Arts (Community Services)

Eighteen months full-time or three years part-time.

**Course Requirements**

Graduate Certificate in Community Services

48 credit points (four units consisting of ASH5001 Community Services (Ideologies in Practice) or ASD4001 Social and Political Aspects of Ageing, plus three other units from at least two subject streams).
Graduate Diploma in Community Services
96 credit points (eight units, consisting of core units of study ASH5001 Community Services (Ideologies in Practice) or ASD4001 Social and Political Aspects of Ageing, and ASH5002 Integrating Theory, Research and Practice in Community Services or ASD4008 Management Ethics and Social Responsibility in Aged Services plus six other units from at least two subject streams).

Master of Arts (Community Services)
144 credit points (i.e. Graduate Diploma in Community Services, including one unit from Research Methods stream, plus thesis proposal and minor thesis of 20,000-30,000 words.

Community Services - Core Units
ASH5001 Community Services (Ideologies in Practice) or ASD4001 Social and Political Aspects of Ageing, ASH5002 Integrating Theory, Research and Practice in Community Services or ASD4008 Management Ethics and Social Responsibility in Aged Services.

Practice Issues, Skills and Knowledge Stream
Selection from these units of study. Please check prerequisite requirements, Campus location and semester offerings in unit of study details. Students may negotiate alternative units with program co-ordinator.

Course Structure
Practice, Issues, Skills and Knowledge Stream

<table>
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<tr>
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Organisation/Community Engagement Stream
Selection from these units of study. Please check prerequisite requirements, Campus location and semester offerings in unit of study details. Students may negotiate alternative units with program co-ordinator.

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Research Methods Stream
Selection from these units of study. Please check prerequisite requirements, Campus location and semester offerings in unit of study details. Students may negotiate alternative units with program coordinator.

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Admission Requirements
Graduate Certificate in Community Services:  
- completion at honours level of an undergraduate degree in community services (such as Bachelor of Arts (Human Services); Bachelor of Arts (Community Development); Bachelor of Social Work; or  
- completion of an undergraduate degree in community services (such as Bachelor of Arts (Human Services); Bachelor of Arts (Community Development); Bachelor of Social Work; plus at least two years of relevant postgraduate experience; or  
- completion of any degree plus extensive postgraduate experience in the community services field.

Graduate Diploma in Community Services:  
- completion of requirements for the Graduate Certificate in Community Services.

Master of Arts (Community Services):  
- completion of the Graduate Diploma in Community Services, including two research methods units with marks in at least two units of study at 70% or higher.

MASTER OF HEALTH SCIENCE - AGED SERVICES

Course Code HMMA

Campus  City Flinders Lane (on Campus students); Off-Campus (distance education students).

Introduction
The suite of postgraduate programs within the Master of Health Science - Aged Services responds to the demand for highly qualified multi-disciplinary managers, dementia specialists, consultants and administrators in a rapidly growing aged services industry and increased public demand for quality service provision. It is of particular interest to students with business, social work, psychology, nursing or allied health disciplinary backgrounds. An important feature of the program is its flexible structure, allowing exit from the program at different levels, and, if desired, later re-admission to undertake further study. Students are able to design their own pathways through the course to correspond with their interests and needs.

Course Objectives
The postgraduate program in Aged Services provides up to date higher degree education in a broad range of aged services. The Postgraduate programs are designed for a range of multidisciplinary students seeking to further their knowledge, skills and attitudes in professional leadership and management in aged and dementia care services in any health care setting. The program will equip Graduates to understand the legal and ethical ramifications of leadership and management in aged care services and provide cost effective person-centred services for older people.

**Course Duration**

The Postgraduate programs in Aged Service incorporate:
- Graduate Certificate in Aged Services (Exit point only)
- One semester full-time or one year part-time
- Graduate Diploma in Aged Services Management (exit point only)
- One year full-time or two years part-time
- Graduate Diploma in Dementia Care and Service (exit point only)
- One year full-time or two years part-time
- Master of Health Science - Aged Services
- One-and-a-half years full-time or three years part-time OR for international students only: two years full-time with the addition of 48 further credit points incorporating the units of the Graduate Diploma in Community Services (AGSS).

**Course Requirements**

To qualify for the award of Graduate Certificate in Aged Services, students must complete a total of 48 credit points. To qualify for the award of Graduate Diploma in Aged Services Management or Graduate Diploma in Dementia Care and Service, students must complete a total of 96 credit points. To qualify for the award of Master of Health Science - Aged Services students must complete a total of 144 credit points; OR

For International students taking the two year option, students must complete 192 credit points.

**Course Structure**

Graduate Certificate in Aged Services (Exit point HTAS)

Students must complete two of the following core units plus two units from either of the Graduate Diploma courses:

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Graduate Diploma in Aged Services Management (Exit point HGAS)

Students must complete the four units outlined in the Graduate Certificate in Aged Services plus the following:

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Graduate Diploma in Dementia Care and Service (Exit point HGDC)

Students must complete the four units outlined in the Graduate Certificate in Aged Services plus the following:

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Students have three options:

- Option A: Completion of all 12 units listed above; OR
- Option B: Completion of one of the two Graduate Diplomas above plus a Minor Thesis as follows:
  - Full-time (Semester 1 or 2)
  - Credit Point: 48
  - EFTSL: 0.5000
  - SC Band: 1

or

- Part-time (Semester 1 and 2)
  - Credit Point: 24
  - EFTSL: 0.2500
  - SC Band: 1

Option C: Completion of one of the two Graduate Diplomas above plus an industry-based project as follows:

- Full-time (Semester 1 or 2)
  - Credit Point: 48
  - EFTSL: 0.5000
  - SC Band: 1

or

- Part-time (Semester 1 and 2)
  - Credit Point: 24
  - EFTSL: 0.2500
  - SC Band: 1

**Course Requirements**

To qualify for admission to the course, applicants must normally hold a bachelor degree in a discipline related to arts, health, community services or business. It would be desirable for applicants to have had experience working with people in aged and community services. Applicants who do not meet basic entry requirements may be considered on the basis of equivalence. Equivalence will usually be in the form of recognition of relevant work experience. Applicants may be required to attend an interview and will need to demonstrate adequate preparation to undertake studies at a postgraduate level. Applicants with prior qualifications in an equivalent course, who can demonstrate experience in aged services, may apply for Recognition of Prior Learning.

**Career Prospects**

In a rapidly growing aged services industry, graduates are well prepared for senior positions such as multi-disciplinary managers, dementia specialists, consultants and administrators. It is of particular interest to students with business, social work, psychology, nursing or allied health disciplinary backgrounds. With a focus on leadership in these studies, graduates are well prepared for pursuing professional delivery of human care, public health and community programs in aged services.

**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.
The Political Science major at Victoria University sits especially well alongside majors in History, Asian Studies, and International Trade. It provides a useful background for careers in journalism, public relations, policy research, teaching, the public service (e.g. Foreign Affairs, Austrade, Immigration, Defence, Treasury and Finance), and in politics. In addition, a Political Science major assists students to develop a critical awareness of the world they live in, of the forces shaping their lives, and helps them to develop good analytical and expression skills for careers in the areas mentioned above.

To complete a Political Science major, students are required to complete eight units of study, including AAP1010 and AAP1002.

The units of study in the Political Science major are:

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<th>Year 1</th>
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Sociology

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 these 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.

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

The units of study in the Sociology major are:

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<th>Year 1</th>
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SCHOOL OF SOCIAL SCIENCES

ASS3036 SOCIOLOGY 2/3E: THE ECO-SOCIAL: PLACE, POLICY AND POLITICS
ACC2014 INTERNATIONAL COMMUNICATION INDUSTRIES
ASL3002 LAW AND GOVERNANCE
ASS2013 SOCIOLOGY OF THE BODY
ASS2025 TRANSNATIONAL SOCIAL MOVEMENTS
ASS2027 TIMOR LESTE: HISTORY, POLITICS AND SOCIETY
ASS2028 CONTEMPORARY AFRICA AND SOCIAL CHANGE
ASS3007 SPACE, KNOWLEDGE AND POWER
ACC3006 MEDIA AUDIENCES

ASS3037 INQUIRING INTO THE SOCIAL

*S only available to students enrolled in ABSL, ABSM and BLAA.

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

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

Year 1
ASS1005 SOCIAL AND CULTURAL CHANGE
ASS1013 SOCIOLOGY 1B: ISSUES IN AUSTRALIAN SOCIETY AND CULTURE

Year 2
ASS2001 SOCIAL ISSUES IN CONTEMPORARY ASIA
ASS2036 SOCIOLOGY 2/3E: THE ECO-SOCIAL: PLACE, POLICY AND POLITICS
ACC2014 INTERNATIONAL COMMUNICATION INDUSTRIES
ACW2033 WOMEN AND INTERNATIONAL DEVELOPMENT
ASS3032 SOCIOLOGY 3D: FORMATIONS OF POWER: GOVERNING CULTURAL IDENTITY IN A "POSTCOLONIAL" WORLD
ASS2025 TRANSNATIONAL SOCIAL MOVEMENTS
ASS2027 TIMOR LESTE: HISTORY, POLITICS AND SOCIETY
ASS2028 CONTEMPORARY AFRICA AND SOCIAL CHANGE

Year 3
ASS3012 SOCIOLOGY 3A: COLONISATION, DECOLONISATION AND DEVELOPMENT
ASS3013 SOCIOLOGY 3B: INTERNATIONAL SOCIAL POLICY

** 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 common first-year core units of study.

Sociology - Policy Studies
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 areas, 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 alternative lines of inquiry explored. Innovative and interesting course design plus diverse teaching/assessment strategies have resulted in extremely positive student evaluations of this major.

To complete a Sociology - Policy Studies major, students are required to complete eight units, including two first-year units of study.

The units of study in the Sociology - Policy Studies major are:

Year 1
ASS1012 SOCIOLOGY 1A: INTRODUCTION TO AUSTRALIAN SOCIETY AND CULTURES
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 2/3
ASS2027 TIMOR LESTE: HISTORY, POLITICS AND SOCIETY
ASS2030 REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY
ASS3036 SOCIOLOGY 2/3E: THE ECO-SOCIAL: PLACE, POLICY AND POLITICS
ASS3038 EXCURSIONS INTO THE FUTURE
ASS2025 TRANSNATIONAL SOCIAL MOVEMENTS

Year 3
ASS3031 SOCIOLOGY 3C: GOVERNING CIVIC LIFE: CITIZEN, NATION, SELF
ASS3032 SOCIOLOGY 3D: FORMATIONS OF POWER: GOVERNING CULTURAL IDENTITY IN A "POSTCOLONIAL" WORLD
ASS3037 INQUIRING INTO THE SOCIAL
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 units 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 this 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. First-year units include either:

ASS1001 Sociology 1A and ASS1002 Sociology B; or
AAH1001 World History and AAH1008 Australians at War; or
APP1012 Psychology 1A and APP1013 Psychology 1B.

The units in the Histories of the Present major are:

### Year 1

#### Semester 1

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### Year 2

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<tr>
<td>ASS3052</td>
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### History

The History major offers studies in the modern history of Australia, Asia, Europe, the Middle East 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 units of study, with the exception of World History, deal with the 19th or 20th centuries.

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

The units in the History major are:

### Year 1

#### Semester 1

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### 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. This major 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 1

<table>
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SUBJECTS

Below are subject details for courses offered by the School of Social Sciences in 2009.

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

AAA1003 AUSTRALIA IN ASIA
Campus Footscray Park.
Prerequisite(s) Nil.
Content This is the introductory unit of study for the Asian Studies major. The unit 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 Unit 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 unit of study 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.
Learning Outcomes On successful completion of this unit, students will be able to:
• Demonstrate a comparative understanding of culture and social formations;
• Adapt anthropological knowledge to contemporary problems.
Required Reading Miller, BD 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%; One-hour final examination 30%.

AAA2003 ASIAN CULTURES AND LITERATURES
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study 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.
Learning Outcomes On successful completion of this unit, students will be able to:
• Demonstrate a broad knowledge of classical and modern works of Asian literature and art;
• Analyse texts from other cultures;
• Respond to and write about non-Western art forms;
• Understand and analyse the relationship existing between art and social history;
• Understand the formal structures of non-Western art forms.

Required Reading Miller, BD 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%; One-hour final examination 30%.

AAA2005 COLONIALISM, NATIONALISM AND REVOLUTION IN SOUTHEAST ASIA
Campus Footscray Park.
Prerequisite(s) AAA1003 Australia in Asia; AAA1007 Asia: Anthropological Issues, or permission of the Head of School.
Content This unit of study will take as its central theme the study of Southeast Asian history during the 19th and 20th centuries, the interaction between the evolving indigenous societies of the region and increasing Western penetration. This unit will examine how Southeast Asian societies accommodated, resisted and utilised European and North American political and economic intervention. The first weeks of the unit will be devoted to a study of pre-colonial Southeast Asia and the first two centuries of European contact. Particular emphasis will be given to the social and economic 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 unit will be devoted to an examination of the revolutionary experience leading to the creation of the new nation states of Southeast Asia. The unit will focus on Indonesia, but will draw comparisons with other Southeast Asian countries.
Required Reading Steinberg, D (et al) 1987, In search of Southeast Asia: a modern history, Allen and Unwin, Sydney.
Class Contact One two-hour seminar per week, and three hours online learning per semester.
Assessment Seminar report/review (1000 words) 25%; Research essay (1000 words) 50%; One-hour exam 25%.

AAA2007 GENDER AND SEXUALITY: ASIAN PERSPECTIVES
Campus Footscray Park.
Prerequisite(s) AAA1003 Australia in Asia; AAA1007 Asia: Anthropological Issues, or permission of the Head of School.
Content This unit of study employs recent social theory understandings of gender and identity. Case studies will be drawn from a range of selected Asian cultural contexts. Issues to be considered will include: the complex notions of engenderment (eg. femaleness, maleness, androgyny); heterosexuality and homosexuality; prostitution; sex tourism; pederasty; and possibilities for gender equality and empowerment in specific cultural milieux.
• Learning Outcomes On successful completion of this unit, students will be able to:
• Understand the major theoretical questions surrounding gender and sexuality in Asia;
• Question racial, gender and sexual stereotyping;
• Interrogate the social and historical origins of behavior and attitudes;
• Develop, summarise and publicly present complex arguments;
• Participate in and support discussions around complex and socially sensitive issues.

**Class Contact**
One two-hour seminar per week and one three-hour screening/discussion per semester.

**Assessment**
Seminar paper (1000 words) 30%; Research essay (3000 words) 70%.

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**AAA2008 BUSINESS CULTURES IN ASIA**

**Campus** Footscray Park.

**Prerequisite(s)** Nil.

**Content**
This unit of study will examine a range of theoretical and empirical approaches to the study of doing business in Asia. The disciplines discussed will include cross-cultural communication, international trade and finance, and business behaviour and management. The empirical studies will tackle such issues as business negotiation, investment procedures, sociopolitical and economic conditions, and management and labour relations in selected countries in East and Southeast Asia.

- Learning Outcomes
  - On successful completion of this unit, students will be able to:
    - Understand the tenets of the main theories, approaches and debates in cross-cultural communication and international management;
    - Identify the principles of thinking and business organisation in Asia, including Confucianism and the ancient war strategies (Sunzi Bingfa), and their application to the business behaviour;
    - Explain the investment procedures, socio-political and economic conditions, and management and labour relations in selected countries in East and Southeast Asia;
    - Develop the ability to design and evaluate business strategies regarding international trade activities, investment negotiation and arrangement, and enterprise management (e.g. joint venture or wholly owned venture);
    - Identify the characteristics of doing research in this field, and apply the strategies for various case studies.

**Required Reading**

**Class Contact**
The equivalent of 2.25 hours per week for one semester. These classes may be scheduled as intensive weekend workshops depending on students’ demand.

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

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**AAA2011 CULTURAL HISTORY OF TIBET**

**Campus** Footscray Park.

**Prerequisite(s)** Nil.

**Content**
Focusing on the history and culture of Tibet’s vast north-eastern province of Amdo, this unit of study provides an introduction to the history of Tibetan culture while encouraging discussion about the future of Tibetan society and its spiritual and cultural traditions. Particular attention will be given to Tibet’s role in Central Asia and its relationship with China and India, including the problem of Tibet’s status as a nation. Discussion will also focus on particular aspects of Tibetan culture and an important individuals from the Amdo region who have had a significant impact in Tibet and beyond. These include Lama Tsongkhapa (religious reformer), Shabkarpa (yogi and mystic), Gedun Choephel (scholar and revolutionary), and His Holiness the Fourteenth Dalai Lama (Tibet’s modern leader).

- Learning Outcomes
  - On successful completion of this unit, students will be able to:
    - Demonstrate a broad knowledge of the scope of Tibetan history;
    - Analyse translated texts from other cultures;
    - Respond, to and write about, non-Western histories;
    - Understand and analyse history in its social and political contexts;
    - Understand cultural history in a disputed region.

**Required Reading**

**Recommended Reading**

**Class Contact**
One two-hour seminar per week and one three-hour gallery visit or screening/discussion per semester.

**Assessment**
Seminar report (1000 words) 25%; Essay (2000 words) 50%; One-hour final examination 25%.

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**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 nationality will also be discussed.

**Required Reading**

**Recommended Reading**

**Class Contact**
One 2-hour seminar per week, and one 3-hour off-Campus program per semester.

**Assessment**
Four reflective writing assignments (500 words each, 4 x 10%), 40% one essay (2000 words), 60%.

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**AAA2014 MANY VIETNAMS: WAR, CULTURE AND MEMORY**

**Campus** Footscray Park.

**Prerequisite(s)** Nil.

**Content**
This unit of study examines a number of critical issues associated with the Vietnam War, a war which has had profound consequences both in Vietnam and those western countries which were involved. These issues include: national identity, race, patriotism, loyalty, sacrifice, morality and the meaning and justification of war. The unit studies these themes through the eyes of historians, artists, journalists, filmmakers 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.

- Learning Outcomes
  - On successful completion of this unit, students will be able to:
    - Analyse the Vietnam War and its cultural legacies in Vietnam, the US and Australia;
    - Explore how people from various sides of the conflict interpreted and responded to the war;
    - Examine the role of public memory in reconstructing the past, and shaping thinking about the present;
    - Explore key issues associated with the war, including: national identity, patriotism, loyalty, sacrifice, morality and the meaning and justification of war.

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

**Recommended Reading**
Fall, Neil Davis, Combat Cameraman, 1934-1985, Angus and Robertson, North Ryde, NSW. Cartwright, David, 2005, Soldiers in Revolt: GI Resistance During the Vietnam War, (Revised Edition), Haymarket Books, New York. Fall,
Students would be broadly familiar with the issues of logic and methodology and in Asia and on Asian-related topics. The ontological and epistemological foundations of lectures and seminars. Students will be expected to present a number of seminar or regions. The case studies will highlight cultural, religious, ethnic, political and to the study of ‘Asia’ through a number of case studies of particular countries. 

Class Contact One two-hour lecture and one one-hour tutorial per week for ten weeks (No lectures and tutorials in week 5 and week 10, but students are required to come to class to watch some films and documentaries.) Assessment Book/Film review of 1000 words 30%; Research essay (2000 words) 40%; Written examination 30%.

AAA5002 RESEARCH METHODS
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study covers a variety of research methods relevant to research in Asia and on Asian-related topics. The ontological and epistemological foundations to various approaches to research (eg. positivism, critical rationalism, interpretivism, critical theory, realism, structuration theory and feminism) will be critically reviewed. Students would be broadly familiar with the issues of logic and methodology and quantitative and qualitative research methods. They should also be able to select a research topics(s), design research proposal(s) and adopt optimum research methods.

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

- Understand the major theoretical paradigms in qualitative research methods (their values, terminology, methods and techniques) and the main criticisms of these;
- Demonstrate advanced skills of logical argument, developing hypotheses and using evidence;
- Understand debates about research ethics and designed ethical research proposals;
- Understand reflexivity in different types of research (descriptive/ethnographic, participatory, explanatory, exploratory, pure, applied, action etc.;
- Demonstrate advanced skills of analysis and synthesis relevant to research within these fields;
- Demonstrate familiarity with issues relating to cross-cultural research methods and apply research strategies in a range of case studies;
- Select and define research topics, design research proposals and adopt effective and appropriate research methods.


Class Contact The equivalent of 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 Literature review (3000 words) and research proposal (2000 words).

AAA5011 INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study will examine a range of theoretical and disciplinary approaches to the study of contemporary ‘Asia’ and the ‘Pacific’. The disciplines discussed will include: history; philology 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 postcolonial development of these disciplines will receive particular attention. The unit will explore how these disciplines have been applied to the study of ‘Asia’ through a number of case studies of particular countries or regions. The case studies will highlight cultural, religious, ethnic, political and economic variation with contemporary ‘Asia’. The unit will be taught by a combination of lectures and seminars. Students will be expected to present a number of seminar papers during the semester.

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

- Describe various regional problems from sociological and cultural studies perspectives;
- Establish a guide to their own regional and theoretical interests;
- Consider a range of methods for understanding cultures and societies;
- Consider problems of social change.


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 100%.

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 unit of study introduces students to a comparative understanding of Asian cultures through the study of several texts (including novels, poetry, films, drama, music) in English translations. Special attention will be paid to Vietnamese, Chinese and Japanese texts, though texts from other Asian cultures may also be examined.

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

- Demonstrate knowledge of a range of classical and modern works from Asian literature and art;
- Analyse cultural texts from other cultures;
- Analyse cultural texts in terms of form, content, style and context;
- Respond to and write about non-Western art forms;
- Understand and analyse the relationship existing between art and social history;
- Apply an understanding of a range of critical and interpretive theories.


Class Contact Three hours per week comprising two one-hour lectures and one one-hour tutorial. Assessment Essay (5000 words) 100%.

AAA5013 COLONIALISM, NATIONALISM AND REVOLUTION IN SOUTHEAST ASIA
Campus Footscray Park.
Prerequisite(s) To be advised.

Content This unit of study will take as its central theme the study of Southeast Asian history during the 19th and 20th centuries, the interaction between the evolving indigenous societies of the region and increasing Western penetration. This unit will examine how Southeast Asian societies accommodated, resisted and utilised European and North American political and economic intervention. The first weeks of the unit will be devoted to a study of pre-colonial Southeast Asia and the first two centuries of European contact. Particular emphasis will be given to the social and economic transformation experienced by Southeast Asian countries during the last decades of colonial rule together with the emergence of nationalist movements throughout the region. The latter part of the unit of study will be devoted to an examination of the revolutionary experience leading to the creation of the new nation states of Southeast Asia. The unit will focus on Indonesia, but will draw comparisons with other Southeast Asian countries.

Required Reading Steinberg, D (et al) 1987, In search of Southeast Asia: a modern history, Allen and Unwin, Sydney.

Recommended Reading Hall, D 1981, A history of Southeast Asia, St Martins Press, New York. Osborne, M 1978, Southeast Asia: an introductory history, Allen and
SCHOOL OF SOCIAL SCIENCES

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

• Learning Outcomes On successful completion of this unit, students will be able to:
  - Understand the major theoretical questions surrounding gender and sexuality in Asia;
  - Apply theory in interrogating questions of race, gender and sexuality;
  - Apply theory to the interrogation of the social and historical origins of behavior and attitudes;
  - Develop, summarise and publicly present complex theoretically informed arguments;
  - Write, participate in and support discussions around complex and socially sensitive issues.

Class Contact Three hours per week normally comprising one one-hour lecture and one two-hour seminar.
Assessment Seminar paper (2500 words) 30%; Research essay (5000 words) 70%.

AAA5017 BUSINESS CULTURES IN ASIA
Campus Footscray Park.
Prerequisite(s) Students must have either completed AAA5017 Interpreting ‘Asia’ and the ‘Pacific’ or be undertaking AAA5017 Interpreting ‘Asia’ and the ‘Pacific’ concurrently with AAA5017 Business Cultures in Asia.
Content This unit of study will examine a range of theoretical and empirical approaches to the study of doing business in Asia. The disciplines discussed will include cross-cultural communication, international trade and finance and business behaviour and management. The empirical studies will tackle such issues as business negotiations, investment procedures, sociopolitical and economic conditions, and management and labour relations in selected countries in East and Southeast Asia.

• Learning Outcomes On successful completion of this unit, students will be able to:
  - Know the tenets of the main theories and approaches in cross-cultural communication, international management and the major criticisms of these;
  - Demonstrate broad familiarity with the way of thinking and doing business in Asia, including Confucianism and the ancient war strategies (Sunzi Bingfa), and their application to business behaviour;
  - Know the investment procedures, sociopolitical and economic conditions, and management and labour relations in selected countries in East and Southeast Asia;
  - Design and evaluate business strategies regarding international trade activities, investment negotiation and arrangement, and enterprise management (eg. joint venture or wholly owned venture);
  - Demonstrate awareness of the characteristics of doing research in this field, and apply the strategies for various case studies.

Class Contact The equivalent of three hours per week for one semester comprising one two-hour lecture and one one-hour seminar. These classes may be scheduled as intensive weekend workshops depending on student demand.
Assessment Oral presentation 10%; Minor essay (2000 words) 30%; Research essay (5000 words) 60%.

AAA5020 SOUTHEAST ASIAN POLITICS
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study will examine key recent events as well as political change and conflict in the Southeast Asian region since World War II. The unit aims to analyse and interpret political systems, ideologies and traditions in Southeast Asian countries by focusing on the question of legitimacy and claims to power, authority and sovereignty. By means of individual country and comparative studies, lectures and tutorials will explore the following topics: the role of the military in government; politics and power maintenance; elections and democracy; national integration and regional/ethnic/religious separations; ‘political cultures’; and civil society and the role of the middle class in contemporary Southeast Asian politics. The unit should provide a useful basis for understanding and explaining the political systems of the region and their trajectories of change.

• Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate a knowledge of key theoretical debates and different schools of thought on the meaning and character of globalisation and its political, cultural and environmental dimensions.

Class Contact Three hours per week comprising one two-hour lecture and one one-hour tutorial for one semester.
Assessment Seminar paper (2500 words) 30%; Research essay (5000 words) 70%.

AAA5021 FOREIGN RELATIONS: INDONESIA, VIETNAM AND AUSTRALIA
Campus Footscray Park.
Prerequisite(s) Students must have either completed AAA5021 Interpreting ‘Asia’ and the ‘Pacific’ or be undertaking AAA5021 Interpreting ‘Asia’ and the ‘Pacific’ concurrently with AAA5021 Foreign Relations: Indonesia, Vietnam and Australia.
Content This unit of study 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 unit of study 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.

• Learning Outcomes On successful completion of this unit, students will be able to:
  - Know and evaluate the tenets of the main theories and approaches in political science, and the application of these theories to the study of foreign relations in contemporary Southeast Asia;
  - Understand the development of foreign policies of the nations of the region and their principal objectives;
  - Demonstrate awareness of the characteristics of doing research in this field, and apply the strategies for various case studies.

Required Reading Evans, G & Grant, B 1995, Australia’s foreign relations in the world
of the 1990s, Melbourne University Press, Melbourne.


**Class Contact** Three hours per week comprising one one-hour lecture and one two-hour seminar.

**Assessment** Seminar paper (2500 words) 30%; Research essay (5000 words) 70%.

**AAbbA 0002 THESIS (FULL-TIME)**
Campus Footscray Park.

**Prerequisite(s)** Completion of AAbbA 001 Interpreting ‘Asia’ and the ‘Pacific’, AAbbA 002 Research Methods and two electives; or equivalent.

**Content** This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis (10,000 words). The topic will be negotiated between the student and supervisor and will be a research area within the field of Asian and/or Pacific Studies, usually within the ambit of a social science or humanities discipline. The research will usually be text-based and will not include fieldwork unless the student can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate familiarity and confidence in conducting research and communicating research outcomes at a level acceptable to processes of academic peer review.

**Required Reading** To be advised by supervisor.

**Recommended Reading** To be advised by supervisor.

**Class Contact** Regular contact with supervisor.

**Assessment** Thesis (10,000 words) 100%.

**AAbbA 0003 THESIS (PART-TIME)**
Campus Footscray Park.

**Prerequisite(s)** Completion of AAbbA 001 Interpreting ‘Asia’ and the ‘Pacific’, AAbbA 002 Research Methods and two electives; or equivalent.

**Content** This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis (10,000 words). The topic will be negotiated between the student and supervisor and will be a research area within the field of Asian and/or Pacific Studies, usually within the ambit of a social science or humanities discipline. The research will usually be text-based and will not include fieldwork unless the student can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate familiarity and confidence in conducting research and communicating research outcomes at a level acceptable to processes of academic peer review.

**Required Reading** To be advised by supervisor.

**Recommended Reading** To be advised by supervisor.

**Class Contact** Regular contact with supervisor.

**Assessment** Thesis (10,000 words) 100%.

**AAbbA 0004 MINOR THESIS (FULL-TIME)**
Campus Footscray Park.

**Prerequisite(s)** Completion of AAbbA 001 Interpreting ‘Asia’ and the ‘Pacific’, AAbbA 002 Research Methods and two electives; or equivalent.

**Content** This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis (10,000 words). The topic will be negotiated between the student and supervisor and will be a research area within the field of Asian and/or Pacific Studies, usually within the ambit of a social science or humanities discipline. The research will usually be text-based and will not include fieldwork unless the student can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate familiarity and confidence in conducting research and communicating research outcomes at a level acceptable to processes of academic peer review.

**Required Reading** To be advised by supervisor.

**Recommended Reading** To be advised by supervisor.

**Class Contact** Regular contact with supervisor.

**Assessment** Thesis (10,000 words) 100%.

**AAbbA 0005 MINOR THESIS (PART-TIME)**
Campus Footscray Park.

**Prerequisite(s)** Completion of AAbbA 001 Interpreting ‘Asia’ and the ‘Pacific’, AAbbA 002 Research Methods and two electives; or equivalent.

**Content** This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis (10,000 words). The topic will be affiliated with the student and supervisor and will be a research area within the field of Asian and/or Pacific Studies, usually within the ambit of a social science or humanities discipline. The research will usually be text-based and will not include fieldwork unless the student can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate familiarity and confidence in conducting research and communicating research outcomes at a level acceptable to processes of academic peer review.

**Required Reading** To be advised by supervisor.

**Recommended Reading** To be advised by supervisor.

**Class Contact** Regular contact with supervisor.

**Assessment** Thesis (10,000 words) 100%.

**AAbbA 0001 WORLD HISTORY**
Campus Footscray Park, St Albans and Melton.

**Prerequisite(s)** Nil.

**Content** This unit of study offers students a broad introduction to the history of the world since classical Greece and India. It also fosters skills in thinking historically, such as the distinction between primary and secondary sources. From classical China and Rome, the unit moves to medieval civilizations, the Crusades, urban development, Chinese and European expansion, the Enlightenment and the revolutions, capitalism and the Industrial Revolution, the process of colonisation, and the impact of world wars.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate the rudiments of historical writing and argument;

- Place Australian history in its world history context;

- Recognise key dates in world history and put them in perspective;

- Understand and define key terms that have a ‘world history’ significance;

- Prepare for an experience as an international exchange student or world traveller;

- Understand the distinction between primary and secondary sources;

- Understand the relationship between historical arguments and national or ethnic class identity.


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

**Assessment** Tutorial paper (700 words) 20%; Essay (2000 words) 50%; Examination 30%.
AAH1008 AUSTRALIANS AT WAR
Campus: Footscray Park, St Albans and Melton.
Prerequisite(s): Normally AAH1008 Australians at War.
Content: This unit of study examines social and political change in Europe from the
Great War to the outbreak of World War II. This period witnessed the disintegration of
old empires and the emergence of new ideologies. Thus the principal theme is
the character and impact between the wars of communism in Russia and Nazism
in Germany. The unit of study also examines one ideological battleground of these
ideologies: the Spanish Civil War, 1936-1939.
• Learning Outcomes: On successful completion of this unit, students will be able
to: Understand the role of war and peace in Australian history;
• Think historically;
• Execute primary historical research;
• Write historically;
• Foster a love of history as a discipline.
Required Reading: McKernan, M & Browne, M (eds) 1988, Australia: two centuries
of war and peace, Australian War Memorial in association with Allen and Unwin, Canberra.
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: Short essay 10%; Class paper and essay 40%; Research essay 50%.

AAH2011 EUROPEAN HISTORY 1
Campus: Footscray Park.
Prerequisite(s): Normally AAH1008 Australians at War.
Content: This unit of study examines social and political change in Europe from the
Great War to the outbreak of World War II. This period witnessed the disintegration of
old empires and the emergence of new ideologies. Thus the principal theme is
the character and impact between the wars of communism in Russia and Nazism
in Germany. The unit of study also examines one ideological battleground of these
ideologies: the Spanish Civil War, 1936-1939.
• Learning Outcomes: On successful completion of this unit, students will be able
to: Understand and analyse some pivotal social and political events in
contemporary European history;
• Evaluate different historical approaches and different historiographical debates
on central themes in contemporary European history;
• Demonstrate skills of historical analysis, including the interpretation of primary
and secondary sources; awareness of change over time; historical causation;
constructing an argument; and researching and writing a structured analytical
essay.
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 50%; Examination 40%; Class participation 10%.

AAH2012 EUROPEAN HISTORY 2
Campus: Footscray Park.
Prerequisite(s): Normally AAH2011 European History 1.
Content: This unit of study develops the theme of ideological conflict (from AAH2011)
through an historiographical examination of the origins of World War II, followed by
an intensive study of the annihilation of European Jewry. The unit of study then shifts
to social and political changes in post-war Europe and in particular the impact of Cold
War tensions on Germany, Hungary and Czechoslovakia.
• Learning Outcomes: On successful completion of this unit, students will be able
to: Understand and analyse some pivotal social and political events in
contemporary European history;
• Evaluate different historical approaches and different historiographical debates
on central themes in contemporary European history;
• Demonstrate skills of historical analysis, including the interpretation of primary
and secondary sources; awareness of change over time; historical causation;
constructing an argument; and researching and writing a structured analytical
essay.
Recommended Reading: To be advised by lecturer.

AAH2014 THE MAKING OF THE MODERN MIDDLE EAST
Campus: Footscray Park.
Prerequisite(s): Satisfactory completion of first year units of study 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 unit we study historical, cultural and political commonalities,
diversity and conflicts in this complex region in order to provide a basis for developing a
critical understanding of contemporary events, issues and contending arguments.
The unit begins with a brief general historical survey of the politics and peoples of
the region, with particular attention given to the evolution of Islamic institutions
and culture. Attention is given to the critical period of the late 19th and early 20th
centuries, which saw the decline of the Ottoman Empire and a significant reshaping of
political boundaries after WWI through the provision of the Versailles Treaty, which
aimed to benefit western powers. We then study a selected number of countries,
groups and issues in the region, covering topics that include: the influence of and
reactions to the West; the emergence of Arab nationalism; the modernisation
efforts of Middle Eastern Governments; the struggle of various peoples for political
independence; Zionism; Palestine and the course of the Arab-Israeli conflict; the
reassertion of Islamic values and power; the Gulf War and the foundations of the
current Iraq war.
• Learning Outcomes: On successful completion of this unit, students will be able
to: Understand the history of the Middle East, from Egypt to Iran, and from
Turkey to the Arabian Peninsula, over the past 150 years;
• Demonstrate the skills of thinking historically;
• Undertake primary historical research;
• Write as a historian;
• Demonstrate a deepening of their love of history as a discipline.
Required Reading: Cleveland, WL 2004, A history of the modern Middle East, 3rd edn,
Class Contact: One one-hour lecture and one one-hour tutorial per week and three
hours per semester in mixed-mode or self-directed learning.
Assessment: Short essay 10%; Class paper and essay (1000 words) 40%; Research
essay (2000 words) 50%.

AAH2015 MEMORY QUESTIONS
Campus: Footscray Park.
Prerequisite(s): Two first-year History units, such as AAH1001 World History and
AAH1008 Australians at War.
Content: This unit deals with Histories and Futures, the ways in which we use the
past as individuals, families, groups, communities, and even nations, in order to gain
agency in the wider world. This unit explores the uses of history made by individuals,
families, neighbourhoods, communities, ethnic groups and nations in seeking to
resolve conflicts, traumas, ambiguities and other personal troubles. Human memory
is crucial to oral history and other important historical methodologies. The unit
is designed for students of History, Histories of the Present, Political Science and
Sociology. Students will be expected to use a wiki designed for this unit.
• Learning Outcomes: On successful completion of this unit, students will be able
to: Understand the role of memory in human communities;
• Demonstrate conceptual and historiographical skills;
• Foster the use of wikis in learning.
Required Reading: Draisma, D 2004 Why life speeds up as you get older: how
memory shapes our past, Cambridge University Press, Cambridge UK. Jones, A
Forbidden face, trans Lisa Appignanesi, Virago, London. Nietzsche, F 1873, ‘On the
use and abuse of history for life’.
Recommended Reading: A course reader will be provided by the lecturer.
Class Contact: Thirty-six hours comprising 24 hours bunched in three one-day
workshops and 12 one-hour ancillary lectures.
Assessment: Written review of first workshop 10%; Interview routine and ethics
application 10%; A copy of the interview in a form that can be posted on the wiki
(30 minutes duration) 40%; Transcript of the interview and exegesis 40%. Total EWL
(3000 words)
AHA3011 AMERICAN HISTORY 1
Campus Footscray Park.
Prerequisite(s) Satisfactory completion of first year unit of study requirements in History.

Content This unit of study examines the social, cultural and political segmentation of American society from 1918 to 1945. The unit emphasises the tensions between tradition and modernity; thus it examines the fault lines of regional difference, demographic change and conflicting social values. The unit seeks to understand, for example, how and why the forces representing nativism, religious fundamentalism and immigration restriction, were pitted against the forces of urbanisation, mass consumerism and technological change. The unit of study concludes with a study of wartime America from the perspective of gender, ethnicity and race.

- Learning Outcomes On successful completion of this unit, students will be able to: Understand and analyse key social, cultural and political developments in 20th century American history;
- Understand different historical approaches and different historiographical debates on central themes in 20th century American history;
- Demonstrate a development of the skills of historical analysis, including the interpretation of primary and secondary sources; awareness of change over time; historical causation; constructing an argument; and researching and writing a structured analytical essay.

Required Reading AHA3011 Unit Reader. Patterson, JT 1994, America in the twentieth century, Harcourt Brace, Fort Worth.


Class Contact One 90-minute lecture and one one-hour tutorial per week over 11 weeks.

Assessment Essays 50%; Examination 40%; Participation 10%.

AHA3012 AMERICAN HISTORY 2
Campus Footscray Park.
Prerequisite(s) Satisfactory completion of first year unit of study requirements in History.

Content Continuing from AHA3011, this unit of study explores American society from the Cold War to 1969. Themes of political reform and repression, racial conflict, civil rights dissent and social disintegration underpin studies of the presidencies of Harry S Truman through to Lyndon Johnson. Special emphasis is given to the phenomenon of McCarthyism from the late 1940s to the mid 1950s, and the period from 1960 to the apocalypse of 1969.

- Learning Outcomes On successful completion of this unit, students will be able to: Understand and analyse key social, cultural and political developments in 20th century American history;
- Understand different historical approaches and different historiographical debates on central themes in 20th century American history;
- Demonstrate a development of the skills of historical analysis, including the interpretation of primary and secondary sources; awareness of change over time; historical causation; constructing an argument; and researching and writing a structured analytical essay.

Required Reading AHA3012 Unit Reader. Patterson, JT 1994, America in the twentieth century, Harcourt Brace, Fort Worth.


Class Contact One 90-minute lecture and one one-hour tutorial per week over 11 weeks.

Assessment Essay 50%; Examination 40%; Participation 10%. See also Handbook entries for the following units of study which can also be taken in the History major: AAS2005 Colonialism, Nationalism and Revolution in Southeast Asia; AAA2011 Cultural History of Tibet.

AAP1002 AUSTRALIAN POLITICS
Campus Footscray Park.
Prerequisite(s) Nil.

Content This unit of study is the second of two prerequisite units for the Political Science major — the other is AAP1010 Foundations of Political Science which is offered in first semester. The Australian Politics unit extends over 12 weeks of lectures and tutorials in second semester. There are 12 tutorials, beginning in week one. The foundations unit was mainly concerned with basic political ideas, eg. the state, sovereignty, power, ideology, although we did look at some aspects of contemporary Australian politics. Australian Politics is a more ‘nuts and bolts’ unit, dealing with the Constitution, the three tiers of government, parties, voting systems etc. and builds on the theoretical knowledge acquired in first semester. Other aspects of international politics and political theory are developed in second and third year. Among the topics and themes covered are: How democratic is Australia? All you wanted to know about parliament but were too afraid to ask; the Constitution and federalism; voting systems; parties; the conservative Coalition, the ALP and the minor parties; human rights 1: Aborigines; media, unions and business; social movements; human rights 2: Australia post-Tampa and post-S11; revision and examination.

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate a sound knowledge of the workings of the Australian political system, including the Constitution, parliament, federalism, the party system, and current and post important political issues;
- Research and write academic essays.

Required Reading Set text: Maddox, G 2005, Australian democracy in theory and practice, 5th edn, Pearson Longman, Forest New South Wales. Students are also expected to keep abreast of current developments in Australian politics by reading the newspapers, news magazines, and watching current affairs programs.

Recommended Reading Some other useful texts include: Boreham, P (et al) (eds) 2000, The politics of Australian society: political issues for the new century, Longman, Frenchs Forest, New South Wales. Students are also expected to keep abreast of current developments in Australian politics by reading the newspapers, news magazines, and watching current affairs programs.

Class Contact One 90-minute lecture and one one-hour tutorial per week over 11 weeks.

Assessment Essays 50%; Examination 40%; Participation 10%.
AAP1010 FOUNDATIONS OF POLITICAL SCIENCE

Campus: Footscray Park.

Prerequisite(s): Nil.

Content: This unit of study will offer students an introductory overview of the foundational theories and concepts in Political Science. The main forms of power will be surveyed (e.g. leadership and agency, class power, gender power, power and knowledge). Modern state formations will be discussed (e.g. military junta, 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). This unit will conclude with a brief survey of some late major modern political ideologies (e.g. European politics, feminism, economic rationalism, ‘Third Way’ politics).

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate a working knowledge of the important political philosophies, ideologies and concepts which should inform their understanding of current political events;
- Conduct research for, and write, academic essays.

Required Reading:

Recommended Reading:
2.ąd Reader from the University Bookshop. It is strongly recommended that students also purchase a copy of Heywood, A 2003, Political ideologies: an introduction, 3rd edn, Macmillan, London.

Required Reading:
- McLean, I & McMillan, A 2003, The concise Oxford dictionary of politics, 2nd edn, Oxford University Press, Oxford (available to students online through the University library). Students must purchase a copy of this AAP1010 Unit Reader from the University Bookshop. It is strongly recommended that students also obtain a copy of Heywood, A 2003, Political ideologies: an introduction, 3rd edn, Macmillan, London.

Recommended Reading:

Required Reading:
- McLean, I & McMillan, A 2003, The concise Oxford dictionary of politics, 2nd edn, Oxford University Press, Oxford (available to students online through the University library). Students must purchase a copy of this AAP1010 Unit Reader from the University Bookshop. It is strongly recommended that students also obtain a copy of Heywood, A 2003, Political ideologies: an introduction, 3rd edn, Macmillan, London.

Recommended Reading:

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

Assessment: Tutorial paper 15%; Essay plan/bibliographic exercise 15%; Essay 40%; Examination 30%.

AAP2004 SOUTHEAST ASIAN POLITICS

Campus: Footscray Park.

Prerequisite(s): Nil.

Content: This unit of study will examine key recent events as well as political change and conflict in the Southeast Asian region since World War II. The unit aims to analyse and interpret political systems, ideologies and traditions in Southeast Asian countries by focusing on the question of legitimacy and claims to power, authority and sovereignty. By means of individual country and comparative studies, lectures and tutorials will explore the following topics: the role of the military in government; politics and power maintenance; elections and democracy; national integration and regional/ethnic/religious separatism; ‘political cultures’; and civil society and the role of the middle class in contemporary Southeast Asian politics. The unit of study should provide a useful basis for understanding and explaining the political systems of the region and their trajectories of change.

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate a working knowledge of the foundational concepts, history and theories of contemporary International Relations (henceforth IR).

Required Reading:
- McLean, I & McMillan, A 2003, The concise Oxford dictionary of politics, 2nd edn, Oxford University Press, Oxford (available to students online through the University library). Students must purchase a copy of this AAP1010 Unit Reader from the University Bookshop. It is strongly recommended that students also obtain a copy of Heywood, A 2003, Political ideologies: an introduction, 3rd edn, Macmillan, London.

Recommended Reading:

Class Contact: Three hours per week comprising one one-hour lecture and one one-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 unit of study surveys contemporary theoretical developments in international relations. Concepts to be examined will include: the role of sovereign states and supra-state organisations in post-Cold War global politics; anarchy in the international community; balance of power discourse; diplomacy and war in late modern history; regionalism; realism and neo-realist theories in international politics; peace studies; the politics of globalization.

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate an introductory knowledge of the foundational concepts, history and theories of contemporary International Relations (henceforth IR).

Required Reading:
- McLean, I & McMillan, A 2003, The concise Oxford dictionary of politics, 2nd edn, Oxford University Press, Oxford (available to students online through the University library). Students must purchase a copy of this AAP1010 Unit Reader from the University Bookshop. It is strongly recommended that students also obtain a copy of Heywood, A 2003, Political ideologies: an introduction, 3rd edn, Macmillan, London.

Recommended Reading:
AAP2016 DICTATORSHIP AND DEMOCRACY

Campus Footscray Park.
Prerequisite(s) AAP1010 Foundations of Political Science and AAP1002 Australian Politics (or equivalent) or with permission of co-ordinator.

Content This unit of study will include the following topics: Ancient Greek and Chinese philosophers on government and society; democracy and tyranny in the Ancient world; Machiavelli, Hobbes, Locke and Rousseau on social contract; divine right and absolutism in medieval and early modern Europe; the Enlightenment philosophers, democracy and human rights; socialism and liberalism; case studies in dictatorship and totalitarianism eg. Inquisition, Mussolini, Hitler, Stalin, Mao, Pol Pot, Pinochet, Franco, Patain. The unit emphasises the reading of original texts by political philosophers and ‘practitioners’ of governing.

Learning Outcomes On successful completion of this unit, students will be able to:
- Understand the theories and nature of democracy and dictatorship and the various forms of these doctrines;
- Read and discuss the works of relevant political philosophers;
- Research and write academic essays for the unit.


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

Assessment Bibliographic exercise/essay plan 20%; Essay (2500 words) 50%; Two-hour examination 30%.

AAP2017 NORTH AMERICAN POLITICS

Campus Footscray Park.
Prerequisite(s) AAP1010 Foundations of Political Science and AAP1002 Australian Politics or with approval of co-ordinator.

Content This unit of study will include the following topics: US Constitution, federalism, Congress, Presidency, Judicial separation of powers, US political parties and social movements; key political issues including isolationism, NAFTA, Cold War, Civil Rights movement; rise of the ‘neo-cons’; Canadian Constitution, federalism, political parties; issues including Native Americans and separatism in Quebec. Content will be provided to include a Political Science vantage point on contemporary issues.

Learning Outcomes On successful completion of this unit, students will be able to:
- Understand the US and Canadian political systems;
- Engage in comparative political analysis;
- Write academic essays drawing upon descriptive, interpretive and comparative analytical skills.

Required Reading Lasser, W 2004, American politics, 2nd edn, Houghton Mifflin, Geneva, Illinois. A Unit Reader may be required as an addition or an alternative to the above.

Recommended Reading Guy, J 1995, How we are governed: the basics of Canadian politics, Harcourt Brace, Toronto.

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

Assessment Bibliographic exercise/essay plan 20%; Essay (2500 words) 50%; Two-hour examination 30%.

AAP3014 DIMENSIONS OF GLOBAL POLITICS

Campus Footscray Park.
Prerequisite(s) Nil.

Content This unit of study critically evaluates different models used to explain the political changes associated with globalisation. Theories to be covered include world systems theory, the global capitalist approach and the global culture model. Various dimensions of globalisation will be examined (political, cultural and environmental) through such topics as global governance, world music, the pharmaceutical industry and environmental protocols.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate a knowledge of key theoretical debates and different schools of thought on the meaning and character of globalisation and its political, cultural and environmental dimensions.


Recommended Reading To be advised by lecturer.

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

Assessment Tutorial paper (1000 words) 20%; Essay (2500 words) 40%; Exam 40%.

AAP3015 TERRORISM IN WORLD POLITICS

Campus Footscray Park.
Prerequisite(s) Normally AAP2015 International Relations.

Content This unit of study 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 examined, particularly in regard to the Middle East. The forms of non-state terrorism will be analysed (eg. nationalist and ethnic terrorism, religious fundamentalisms, right and left wing extremist, vigilante groups, guerilla forces). Some case studies of contemporary terrorist movements will be examined (eg. 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 Unit Reader from the University Bookshop.


Class Contact Twenty-seven hours per semester, including one one-hour lecture and one one-hour tutorial session 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 unit of study, students will have active experience working for a Member of Parliament in the settings of Parliament, the Parliamentary Library, Parliamentary Offices and electorate offices. Each student will complete a research project on a topic of interest and concern to the MP.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Understand the Victorian Parliament; parliamentary processes, policy making and legislative processes;
  - Demonstrate advanced analytical, research and report-writing skills;
  - Demonstrate high level interpersonal and professional skills through interaction with Members of Parliament; community groups and students from other universities;
  - Demonstrate skills in interviewing, community consultation and organisation in a professional environment;
• Understand the workings of a Victorian electorate office.

Required Reading  
Recommended Reading  

Class Contact  
Research supervision of one hour per week. A maximum of two days per week in their Internship Activities: one day in the electorate offices and one day in Parliament.

Assessment  
Research report (6000 words); Reflective essay (2000 words).

AAAX4003 HISTORY HONOURS 4

Campus  
Footscray Park.

Prerequisite(s)  
Completion of a major in History.

Content  
All histories are shaped by assumptions about the nature, limits and purpose of historical knowledge. In this unit, students will uncover some of those assumptions and consider their implications for historical research. The unit examines the major trends in historiography, methodology and historical practice in the 20th century. It focuses on research hypotheses and problems; social and cultural constructions of evidence and interpretation; representation and language of argument; and the ideological frameworks that have influenced historical writing.

• Learning Outcomes  
On successful completion of this unit, students will be able to: Develop an advanced ability to present coherent, documented written arguments; Understand different methods of analysis and problem-solving; Apply advanced skills in the evaluation of information, ideas and arguments, including those of diverse ideological assumptions; Understand causation and subjectivity in historical research.

Required Reading  

Class Contact  
Three hours per week comprising directed study and seminars per semester.

Assessment  
Critical evaluation of methodological approaches of selected historical works 30%; Analytical essay of 2000 words comparing historical works in a distinctive genre or area 30%; Major reflective essay of 3000 words addressing key questions of historical epistemology in the context of historical practice 40%.

ASA1024 APPLIED HUMAN RIGHTS

Campus  
St Albans.

Prerequisite(s)  
Nil.

Content  
The aim of the unit of study is to introduce students to the ways in which community development theories and models can be applied in the context of human rights, particularly in the welfare and human service sectors. The unit begins with an examination of United Nations and other international conventions and covenants on human rights, including specific covenants on social, educational, employment rights and rights of women, minorities and children. International observance, and problems in the implementation, of human rights are then examined, with particular reference to the Asia Pacific region. Specific human rights problems in the educational, welfare and employment contexts are discussed and related to strategies and models of community development and advocacy.

• Learning Outcomes  
On successful completion of this unit, students will be able to: Demonstrate a knowledge of the major human rights instruments in use internationally; Understand the role played by power and politics in the international and national governance of human rights; Identify the role played by civil society in pioneering most of the international human rights instruments and how to use them today; Demonstrate a clear understanding of the contours and principal features of a rights-based approach to development; Clearly conceptualise practice-based approaches to human rights.

Required Reading  

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%.

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

Assessment Class presentation 40%; Essay 50%; Class exercises 10%.

ASA2024 SOCIAL MOVEMENTS, SOCIAL ACTIONS

Campus St Albans.

Prerequisite(s) Completion of ASA1022 Community Development: From the Local to the Global; and ASA2024 Applied Human Rights.

Content This unit of study aims to introduce students to theory and practice of empowerment as applied social movements of various types. A further aim is to enable students to develop and evaluate their own practice of community development; to identify central issues in the practice of community development and to introduce students to theories of social action and social change. The unit will include a study of a variety of practical strategies for implementing social action and social change with examples and case studies drawn from, or relating to, Asian Pacific and African contexts. These will include nationalist, trade union, environmental, peace, and women’s movements as well as movements for self-determination, social justice, fair trade, human rights and many others. The relationship between social movements and social change will also be explored along with an examination of the development of a number of social movements and an assessment of their impact on societies.

• Learning Outcomes On successful completion of this unit, students will be able to: Understand the social, economic, environmental and political circumstances that give rise to social movements and social actions; Recognise the plurality of approaches that have been adopted within Asia Pacific and African societies as a response to social ills; Demonstrate self reflexive skills with respect to community development methodologies and practice.


Recommended 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 Class paper 40%; one major essay 60%.

ASA2033 MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS

Campus St Albans.

Prerequisite(s) Nil.

Content This unit of study will look at different forms of organisational structures involved in organising and mobilising for social change in Asian and Pacific countries, ranging from service-providing government departments and semi-governmental authorities to various types of non-governmental organisations, co-operatives and community businesses. The unit aims to give students a background in relevant theory, eg. theory of organisational development, and also encourage them to develop their practical skills in the area of organisational management. Some of the topics this unit of study will cover are: group dynamics; the recruitment of staff and committee members; motivation of volunteers; personnel issues; committee-employee relations; networking; brainstorming and decision-making; program planning; monitoring and evaluation of ongoing programs and special projects; budgeting; project proposal writing; project management; conflict resolution; and negotiating skills.

• Learning Outcomes On successful completion of this unit, students will be able to: Understand how and why non-governmental organisations have emerged as such powerful types of organisations in different types of societies; Identify some of the theory behind organisational development and put it into practice with class exercises. This begins with small-scale group dynamics and group development; Recognise the difference between governance and management of an organisation; Work with others in organising a small and a large event or get a university or other club or society on its feet; Demonstrate skills useful in their professional life and be introduced to some theory which they many or may not use to develop their own professional management style.


Class Contact Three hours per week for one semester comprising one one-hour lecture and one two-hour seminar/workshop over one semester. This unit of study may also
be offered in summer semester.

Assessment
Organising tasks 25%; Class presentation or training session 25%; Research project 50%.

ASA3023 THEORY AND PRACTICE OF INTERNATIONAL DEVELOPMENT
Campus St Albans.
Prerequisite(s) Successful completion of two Community Development Theory and Practice units of study (or their equivalent).
Content A major aim of this unit of study is to consolidate students’ understanding of the central theoretical and practical aspects of community development work in the Asia Pacific region. The unit begins with a review of concepts of community and approaches to studying and working with communities. A study of the nature of formal and informal decision-making processes at the international, national and local levels constitutes an important part of this unit. Methodological and conceptual issues in conducting community studies will be explored as well as an examination of a range of strategies and approaches to awareness-raising and social mobilisation. The role of community development in the context of broader development issues and initiatives will also feature. In particular, the unit will review theories of development, globalisation, and state and community relationships in order to assist in the development of theoretical understandings and how these relate to practical applications. The unit of study aims to encourage reflection, questioning and analysis of the ideological bases of community development theory and policy and its implementation.

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

• Demonstrate a high level of analytical skills to select appropriate methodologies and policies to address issues of inequality, deprivation of human rights or conflict;
• Understand the impact of international political and economic forces on the wellbeing of peoples at local levels;
• Demonstrate skills and experience in working on community issues in cross-cultural settings;
• Consider their own style and practice of advocacy.

Required Reading

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%.

ASA3024 PROJECT DESIGN AND IMPLEMENTATION
Campus St Albans.
Prerequisite(s) Successful completion of two Community Development Theory and Practice units of study.
Content The aims of this unit of study are to consolidate students’ understanding of the central theoretical and practical aspects of community development work and to further develop their abilities in planning, implementing and evaluating community action plans and strategies. The unit commences with a review of some of the central concepts and components of models of community development, considers a range of successful case studies of community development in Asian, Pacific and Third World contexts, and goes on to analyse some of the key stages and modes of action of community development work in these contexts. These include approaches to understanding and researching the community action environment, processes of social mobilisation and strategies and methods of social action.

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

• Demonstrate a high level of cross-cultural communications skills;
• Design, write a budget for, and identify the needed personnel for projects of many types, including advocacy projects and development projects;
• Carry out an evaluation of projects and programs in the field of community development in societies other than one’s own;
• Consider the importance of different types of knowledge, including indigenous knowledge in solving many of the problems caused by unequal development.

Required Reading

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%.

ASA5001 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.

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

• Learning Outcomes
• Think critically;
• Consider the importance of ‘problematising’ an issue thoroughly before a problem can be solved;
• Appraise good habits in observation, data collection, written communications, both personally and professionally, i.e. learning thoroughly the academic conventions for referencing all kinds of material so it can be found by others, and by good verbal and written communications to one’s fellow students and teachers;
• Work autonomously, both alone and in groups, to take initiatives and use the imagination in searching for solutions to problems which are put before them;
• Demonstrate awareness of a range of cultures represented in the class and in other societies which are the focus of their study, and to communicate effectively with people whose culture is very different from their own.

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 (4500 words) 100%.

ASA5002 COMMUNITY DEVELOPMENT: PROJECT PLANNING AND MANAGEMENT
Campus St Albans.
Prerequisite(s) Nil.
Content This unit of study focuses on project planning, design and implementation for community development work in a development setting. The principles of project design will be examined and discussed in relation to their role and application to international community development work. Topics covered include: methodologies and techniques used in project work; log frames; needs assessments; research methods; participatory rapid appraisal (PRA); gender and development strategies; monitoring and evaluation; and project implementation and management.

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

• Understand the central theoretical and practical aspects of community development work;
• Plan, implement and evaluate community action plans, strategies and projects;
• Provide orientation for overseas students preparing to return to their home countries and for students preparing to work in the community development field.

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
Two essays (4500 words) 100%.
and understanding personal reactions and motivations. And actions are considered, along with notions of measurement and evaluation of leadership. Key elements of successful and unsuccessful campaigns, advocacy state, governance, rule of law, sustainability, nature and culture, gender, race and contemporary social theory. These include ideas about civic society, the nation of Transformation by exploring the circumstances of working in advocacy, focusing behind the purposes of advocacy. The unit covers the range of advocacy approaches sustainability, justice, inclusiveness and peace. The variety of paradigms that lie values and visions of advocacy organisations, including the interrelationships between socioeconomic equity; economic values versus community, cultural and spiritual values; wilderness versus human influenced ecosystems; issues-specific advocacy versus advocacy for social transformation.

- Learning Outcomes On successful completion of this unit, students will be able to: Explain the visions and values that motivate advocacy and the various ways that advocacy action can be expressed;
- Understand some of the major frameworks advanced to explain and explore advocacy, and consider the participants’ location within these frameworks;
- Identify the tension points in advocacy around a range of societal issues and outlooks, and develop an appreciation of the participant’s own stance in relation to these tension points.

Required Reading To be advised by lecturer.


Class Contact This unit is offered with ASA5021 over two weeks at the beginning of the course in an intensive mode (equivalent to two hours per week for one semester).

Assessment Journal, Reflective paper, Bibliographic essay (equivalent to 5000 words).

ASASO22 APPROACHES TO GLOBALISATION

Campus Online (Based at St Albans)

Prerequisite(s) Usually ASASO20 The Challenges of Social Transformation and ASASO21 Negotiating Advocacy: Contexts, Strategies, Actions.

Content This unit of study will include an analysis of contemporary theoretical debates on globalisation and their relationship to different forms of advocacy practice. A critical examination of how perspectives on globalisation have changed since the September 11, 2001 will be discussed. Case studies will be investigated from the global justice movement, specific NGOs in the South, environmental, feminist, labour and human rights groups.

- Learning Outcomes On successful completion of this unit, students will be able to: Identify different schools of thought on the meaning and character of globalisation;
- Understand the differences between various dimensions of globalisation: political, economic, cultural and environmental;
- Assess the impact of globalisation on women;
- Identify recent changes in the paradigms used to debate globalisation since September 11, 2001;
- Relate key theoretical debates about globalisation to the concrete practices of civil society organisations;
- Identify the ways different advocacy groups deal with the benefits of globalisation and within its constraints;
- Employ advanced skills of analysis and critique and to use communication and writing skills appropriate to professional advocacy work;
- Produce written reports which show evidence of independent thought and wider research;
- Contribute to and/or facilitate online global forums and interact with the international advocacy community.


ASAS023 BUILDING CAPACITY AND MOBILISING CIVIL SOCIETY
Campus: Online (Based at St Albans)
Prerequisite(s): Usually ASAS020 The Challenges of Social Transformation and ASAS021 Negotiating Advocacy: Contexts, Strategies, Actions.
Content: This unit of study will complement and build on The Challenges of Social Transformation and Negotiating Advocacy units by introducing students to the key debates about civil society and development theory. It will critically examine the view that there was a crisis in development in the 1980s and identify the emergence of the nation-building capacity. The appropriateness and sustainability of capacity building strategies will be evaluated through careful examination of case study material dealing with organisations and communities. The link between neo-liberal policies of small government — reducing the role of the state in public policy — and the so-called rise of civil society organisations will also be explored.
Class Contact: Three hours per week for 12 weeks or equivalent online.
Assessment: Evaluation report 40%; Seminar presentation 20%; Annotated review 40%.

ASAS024 MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS
Campus: St Albans
Prerequisite(s): Nil.
Content: This unit of study will look at different forms of organisational structures involved in organising and mobilising for social change in Asian and Pacific countries. These range from service providing government departments and semi-governmental authorities to various types of non-governmental organisations, co-operatives and community businesses. The unit aims to give students a background in relevant theory, eg. theory of organisational development, and also encourage them to develop their practical skills in the area of organisational management. Some of the topics this unit of study will cover are: group dynamics, the recruitment of staff and committee members, motivation of volunteers, personnel issues, committee-employee relations, networking, brainstorming and decision-making, program planning, monitoring and evaluation of ongoing programs and special projects, budgeting, project proposal writing, project management, conflict resolution, negotiating skills.
- Learning Outcomes: On successful completion of this unit, students will be able to: Understand how and why non-governmental organisations have emerged as such powerful types of organisations in different types of societies; Identify some of the theory behind organisational development and put it into practice with class exercises. This begins with small-scale group dynamics and group group development; Recognise the difference between governance and management of an organisation; Work with others in organising a small and a large event or get a university or other club or society on its feet; Demonstrate skills useful in their professional life and be introduced to some theory which they many or may not use to develop their own professional management style.
Class Contact: Three hours per week for one semester comprising one one-hour lecture and one two-hour seminar/workshop over one semester. This unit of study may also be offered in summer semester.
Assessment: Organising tasks 25%; Class presentation or training session 25%; Research project 50%.

ASAS025 PUBLIC ADVOCACY INTERNSHIP
Campus: Footscray Park
Prerequisite(s): Usually ASAS020 The Challenges of Social Transformation and ASAS021 Negotiating Advocacy: Contexts, Strategies, Actions.
Content: The Public Advocacy Internship unit offers students the opportunity to apply their learning in the course along with their previous learning and experience in a task-oriented work integrated learning environment. Students will undertake one day a week for 12 weeks (or equivalent) in an organisation actively involved in advocacy work. Students may use this opportunity to extend their existing areas of expertise and/or to work and learn in a new area of advocacy and action. Students will keep a reflective journal of their internship activities and will produce an evaluative report considering their experiences and contributions against a variety of measures including the organisational strategic plan and evaluation methodologies.
- Learning Outcomes: On successful completion of this unit, students will be able to: Apply the skills and knowledge acquired in their public advocacy studies to a professional setting; Understand the place of advocacy expertise and professionals in an organisational environment with reference to achieving strategic outcomes; Advocate and evaluate the advocacy component of a program or project in a written report;
- Compose a reflective practice journal.
Recommended Reading: To be advised by unit of study co-ordinator.
Class Contact: Regular meetings with supervisor.
Assessment: Reflective journal of internship experience 30%; Evaluative report of internship project 70% . (Equivalent to 5000 words).

ASAS050 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES
Campus: St Albans
Prerequisite(s): Nil.
Content: This unit of study introduces conflict resolution theory and its application to conflicts at both group and community levels. Through seminar presentations, discussion and analysis, experiential exercises, role-plays and problem-solving tasks, the unit aims to develop students’ skills in understanding and practising appropriate means of resolving or managing conflicts. The elective commences with defining the nature of conflict in groups and communities, and then presents the theory, principles and practical strategies of conflict resolution. Specific processes and skills for resolving or managing conflict in a range of differing contexts are then considered, including: individual conflicts, multi-party and multi-issue conflicts, intragroup conflicts, cultural and intergroup conflicts, and disputes in neighbourhood and workplace contexts. Particular emphasis will be placed on the awareness of difference and its effect in disputes, and on the students’ own styles of dealing with conflict.
Class Contact: Three hours per week for 12 weeks or equivalent online.
Assessment: Evaluation report 40%; Seminar presentation 20%; Annotated review 40%.
AS5055 REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY
Campus St Albans
Prerequisite(s) Nil.
Content This unit of study aims to familiarise students with the organisations which have been used by the international community to address such issues as international security, food, education, health, the environment, trade, economic development, human rights and the status of women. Distinguishing between international organisations of the state, the corporate sector and civil society, it begins with a study of the history and structure of the United Nations. Specialised agencies of the UN, ILO, UNESCO, FAO and WHO are examined from the point of view of how they influence their member nation’s policies. It examines: the UN General Assembly; Security Council and Economic and Social Council (ECOSOC); 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.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate knowledge of current debates and discussions within the arena of international community development;
  - Understand how the internationalisation of economic, political and cultural processes is redefining the role of nation states and communities;
  - Demonstrate interpretive skills with respect to the formation and delivery of community development programs in specific cultural settings.

Required Reading

Recommended Reading

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

Assessment
Class presentations 20%; Two research projects 40%; Class test 40%.

AS6021 PROFESSIONAL PROJECT PAA (FULL-TIME)
Campus Footscray Park
Prerequisite(s) Completion of eight units of study of the Master of Public Advocacy and Action.
Content Students have the option of undertaking the Professional Project plus two further electives, rather than the minor research thesis. The Professional Project unit provides an opportunity for students to apply their learning in the unit to a practical investigation and presentation of the final product as a 10,000 word written report or equivalent. Students can choose to present their findings in another format accompanied by an exegesis. The outcomes of the Professional Project will be presented in one or more colloquia, either in person or online, organised in conjunction with supporting NGOs.

- Learning outcomes On successful completion of this unit, students will be able to:
  - Identify a research question and design a research project to investigate answers to the question;
  - Choose an appropriate research methodology and methods and use these methods to collect and analyse data;
  - Write up the findings in a formal report that includes a brief review of literature, description of the methodology and methods, collection and analysis of data, findings and conclusion and, where appropriate, recommendations;
  - Undertake more substantial research projects.

Required Reading
Faculty of Arts Postgraduate Professional Project Guidelines 2009, Victoria University.

Recommended Reading
To be advised by supervisor.

Professional Project Manual 2000, MA Asian and Pacific Studies

AS6022 PROFESSIONAL PROJECT PAA (PART-TIME)
Campus Footscray Park
Prerequisite(s) Completion of first year of Master of Arts (Asian and Pacific Studies).
Content Students will be required to enter into a work integrated learning (WIL) task contract relating to a community development project or program in an agency. The contract will be negotiated between the university supervisor, the agency supervisor and the student, and specifies learning objectives and strategies in three areas: conceptual and policy objectives; practical skill objectives; and personal development objectives. Students will be required to participate in a number of key phases and activities of the program or project, and to report on the processes and outcomes in a major written report, as well as a separate report on the work integrated learning objectives identified in the contract.

- Learning outcomes On successful completion of this unit, students will be able to:
  - Identify a research question and design a research project to investigate answers to the question;
  - Choose an appropriate research methodology and methods and use these methods to collect and analyse data;
  - Write up the findings in a formal report that includes a brief review of literature, description of the methodology and methods, collection and analysis of data, findings and conclusion and, where appropriate, recommendations;
  - Undertake more substantial research projects.

Required Reading
Faculty of Arts Postgraduate Professional Project Guidelines 2009, Victoria University.

Recommended Reading
To be advised by supervisor.
Class Contact Regular meetings with individual supervisor over two semesters for part-time candidates.  
Assessment Professionally presented project (10,000 words or equivalent). Other forms of final product accompanied by an exegesis can be submitted. The project will be examined in the same mode as the minor thesis.

ASA6025 PROFESSIONAL PROJECT (PART-TIME)  
Campus St Albans  
Prerequisite(s) Completion of eight units of study.  
Content Students have the option of undertaking the Professional Project unit plus two further electives, rather than the minor research thesis. The Professional Project unit provides an opportunity for students to apply their learning in the unit to a practical investigation and presentation of the final product as a 10,000 word written report or equivalent. Students can choose to present their findings in another format accompanied by an exegesis. The outcomes of the Professional Project will be presented in one or more colloquia, either in person or online, organised in conjunction with supporting NGOs.  
Assessment Professionally presented project (10,000 words or equivalent). Other forms of final product accompanied by an exegesis can be submitted. The project will be examined in the same mode as the minor thesis.

ASA6030 MINOR RESEARCH THESIS (PART-TIME)  
Campus Footscray Park  
Prerequisite(s) Completion of eight units of study.  
Content Students undertake a substantial piece of independent research in public advocacy to be negotiated between the student and supervisor. The outcomes of the research project will be presented in one or more colloquia, either in person or online, organised in conjunction with supporting non-government organisations. The thesis will be externally examined.  
Assessment  
Learning outcomes On successful completion of this unit, students will be able to:  
• Identify a research question and design a research project to investigate answers to the question;  
• Choose an appropriate research methodology and methods and use these methods to collect and analyse data;  
• Write up the findings in a formal report that includes a brief review of literature, description of the methodology and methods, collection and analysis of data, findings and conclusion and, where appropriate, recommendations;  
• Undertake more substantial research projects.

Required Reading  
Faculty of Arts Postgraduate Professional Project Guidelines 2003, Victoria University.  
Recommended Reading  
To be advised by supervisor.  
Class Contact Regular meetings with individual supervisor.  
Assessment Professionally presented project (10,000 words or equivalent). Other forms of final product accompanied by an exegesis can be submitted. The project will be examined in the same mode as the minor thesis.

ASA6035 MINOR RESEARCH THESIS  
Campus Footscray Park  
Prerequisite(s) Completion of eight units of study.  
Content Students undertake a substantial piece of independent research in public advocacy to be negotiated between the student and supervisor. The outcomes of the research project will be presented in one or more colloquia, either in person or online, organised in conjunction with supporting non-government organisations. The thesis will be externally examined.  
Assessment  
Learning outcomes On successful completion of this unit, students will be able to:  
• Identify an academic research question and design a research project to investigate this thesis;  
• Choose a research methodology and methods and use these methods to collect and analyse data;  
• Apply their academic learning to constructing a formal thesis incorporating a review of literature, a methodology and methods, collection and analysis of data, findings and conclusion;  
• Undertake more substantial academic research projects.

Required Reading  
To be advised by supervisor.  
Recommended Reading  
Sarantakos, S 2005, Social research, Macmillan, Australia.  
Class Contact As negotiated with supervisor.  
Assessment Thesis (20,000 words) 100%.

ASB1011 HUMAN SERVICES 1  
Campus St Albans  
Prerequisite(s) Nil.  
Content This unit of study 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 Group presentation 30%; Major essay (3000 words) relating to the theory and practice of contemporary human services work 70%.

ASB2011 HUMAN SERVICES 2A  
Campus St Albans  
Prerequisite(s) To be advised.  
Content This unit of study 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.  
Assessment  
Learning Outcomes On successful completion of this unit, students will be able to:  
• Offer an overview of the sector in which human service agencies operate;  
• Consider information about some individual agencies;  
• Demonstrate developed conceptual frameworks for understanding organisations;  
• Consider how contemporary debates and ideologies (such as globalisation, privatisation and managerialism) affect the form/s and dynamics of organisational arrangements;  
• Understand and influence the interaction between organisational dynamics and human services practice;  
• Demonstrate an enhanced capacity to undertake field education placements.  
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. Practical computer laboratory sessions will be included.  
Assessment The major assessment in this unit of study will be the preparation of a 3000-word organisational profile describing and analysing a human service organisation’s planning processes and strategies, organisational roles, communication systems, and industrial relations and OHS aspects 70%. The minor assessment will be the production of a test computer spreadsheet and data base reports based on lab sessions 30%.
ASB3011 HUMAN SERVICES 2B
Campus St Albans
Prerequisite(s) ASB1011 Human Services 1.
Content Within the context of organisational strategic planning, this unit of study 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 and the various phases of budget preparation. The unit will further focus on the preparation and writing up of submissions and tenders.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Enter human services related work situations;
  - Navigate financial management systems;
  - Proactively engage financial needs and constraints within organisations;
  - Participate in strategic planning processes in their organisation.

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. Practical computer laboratory sessions will be included.
Assessment Detailed submission (3000 words) (hypothetical) for a human services organisation 70%; Preparation of a budget and financial analysis for a human services program 30%.

ASC1021 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 1
Campus St Albans
Prerequisite(s) Nil.
Content This unit of study 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 Australia 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 Alienski 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 Tutorial paper 40%; Essay (1500 words) examining the relation between theory and practice in a specific community development setting 60%.

ASC1022 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 2
Campus St Albans
Prerequisite(s) Nil.
Content This unit of study 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 practise advocacy and analyse policy in these areas. Topics covered include: the 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 Role-play of a welfare rights case study 50%; Written report analysing the welfare rights issues involved and the processes for redress, appeal and policy change 50%.

ASC1033 COMMUNICATIONS WORKSHOP
Campus St Albans
Prerequisite(s) Nil.
Content Communication is always interested and never free of social power or ideology; it always exists for and against particular social groups and communities.
This unit of study commences with an introduction into communication concepts and then considers interpersonal communication theory and its relationship to the social determinants of gender, class and cultural group. In the final section we consider community media, risk communication and community theatre.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Apply interpretive and communication skills with respect to interviewing advocacy and interpersonal communication;
  - Organise meetings, run workshops and negotiate outcomes;
  - Clearly grasp the importance of procedural ethics within institutional settings;
  - Recognise how differences of gender, class and ethnicity shape and frame communicative relations.

Required Reading To be advised.
Class Contact Two hours per week for one semester comprising one two-hour workshop.
Assessment Includes first semester: a case study exercise (1000 words) 50%; Portfolio exercise 50%.

ASC1041 THE AUSTRALIAN ECONOMY: AN INTRODUCTION
Campus St Albans.
Prerequisite(s) Nil.
Content This unit is for pathways only. There are no classes available, therefore students cannot enrol in this unit. The aim of this unit of study is to introduce students to: the study of economics, economic processes and the role of the State within capitalist economies; some of the central theory; research and debates within contemporary economics; and examine the economic context of the theory and development of community development in Australia. The unit 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 Essay on economic aspects of a specific area of community development work; Participation in a group project on an aspect of labour market economics; Essay analysing a specific public sector economic policy.

ASC1051 THE AUSTRALIAN POLITICAL SYSTEM: AN INTRODUCTION
Campus St Albans.
Prerequisite(s) Nil.
Content This unit is for pathways only. There are no classes available, therefore students cannot enrol in this unit. This unit of study 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 unit goes on to examine the structures and processes of government, including electoral systems, parliament, executive, bureaucracy, legislative processes, and the legal system. It 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 by lecturer.
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.

ASC1082 FIELDWORK PLACEMENT
Campus Footscray Park and St Albans.
Prerequisite(s) Nil.
Content Students are placed in a community or human services agency with the aims of: introducing them to the organisational and policy context of the agency; helping them to integrate theory with actual practice in a community or human services setting; and enabling them to develop a range of practical skills, including liaison and committee skills, project co-ordination skills, workshop or seminar organisation, community profiling, and organisational or publicity tasks. Students may undertake the placement individually or as part of a student team. Students in the International Community Development stream would frequently undertake this placement in an
agency with a development focus. The tasks and learning objects of the placement are specified in a written fieldwork contract developed at the start of the placement and agreed to jointly by the student, the agency fieldwork supervisor and the university fieldwork supervisor. The placement generally commences in the second half of the year and may be undertaken in either block or concurrent mode.

- **Learning Outcomes**
  - On successful completion of this unit, students will be able to: Understand the aims, policies and strategies of a specific community development or human services agency;
  - Understand community development and/or human service worker roles in an actual community or agency setting;
  - Demonstrate that they have undertaken a small scale project or organising task in a community development or human services agency;
  - Demonstrate their improved communication and project co-ordination skills;
  - Understand the linkages between policy, conceptual and theoretical frameworks and community development or human services work in a work integrated learning context.

**Required Reading**

- *Victoria University BA Community Development Fieldwork Guidelines* or *BA Human Services Fieldwork Guidelines*.

**Recommended Reading**

- Be advised by fieldwork co-ordinator.

**Class Contact**

- One hundred hours placement time, plus fortnightly one-hour fieldwork integration workshops on-campus.

**Assessment**

- This unit of study is graded satisfactory or unsatisfactory. Students are required to: keep a detailed log of the hours worked in the placement time, including time spent working at the placement, travelling time, supervision meetings, and integration workshops; keep a reflective journal on their fieldwork; and submit a 1000-1500 word end of fieldwork report on what has been learned from the placement in relation to the learning objectives set out in the placement contract. 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.

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**ASC2003 RESEARCH AND FIELDWORK 1**

**Campus** St Albans

**Prerequisite(s)** Satisfactory completion of all first-year units of study or equivalent.

**Content**

This unit of study 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: Design a social research project, including use of appropriate methodology and development and use of relevant techniques and research tools;

- Understand research ethics requirements;
- Consider the role and applicability of particular research methodologies and approaches, including quantitative and qualitative approaches, participant observation, use of social indicators, questionnaires and surveys, and action research;
- Demonstrate field-based experience in an agency in the design, preparation and initial stages of a social research project.

**Required Reading**


**Recommended Reading**

- Further reading to be advised by lecturer.

**Class Contact**

- One-hour lecture and one one-hour tutorial plus fieldwork placement totalling 100 hours in agency.

**Assessment**

- Students are expected to submit a 1500-word essay critically evaluating initial stages of a social research project.
- Minor assessment 20%; Major assessment 80%.

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**ASC2004 RESEARCH AND FIELDWORK 2**

**Campus** St Albans

**Prerequisite(s)** Satisfactory completion of all first-year units of study or equivalent.

**Content**

Topics covered in this unit include: introduction to action research and PAR concepts, including the use of action research in community development; skills in action research; action research design implementation; outcomes and feedback cycles; and ethical and social issues involved in action research and PAR. Students will use action research or aspects of action research in their research-based fieldwork placement of a further 100 hours in the community.

- **Learning Outcomes**
  - On successful completion of this unit, students will be able to: Implement an action research or PAR project, including design, information-gathering, consultation, analysis, reporting, and feedback phases of the action research cycle;
  - Demonstrate field-based experience in an agency in the design, preparation and implementation of all stages of an action research or PAR project.

**Required Reading**


**Recommended Reading**

- Further reading to be advised by lecturer.

**Class Contact**

- One-hour lecture and one one-hour tutorial plus fieldwork placement totalling 100 hours in agency.

**Assessment**

- Students are required to: prepare a short (1000 words) action research or participatory rapid appraisal project brief in conjunction with the second-year field placement 40%; Write a 2500-word report on the project 60%; Keep a reflective learning journal of their fieldwork learning experience and write a 1000-word reflective learning report based on their experience in the fieldwork component (ungraded). Further details of the assessment requirements are contained in the course Fieldwork Handbook.

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**ASC2021 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 3**

**Campus** St Albans

**Prerequisite(s)** Nil.

**Content**

This unit is for pathways only. There are no classes available, therefore students cannot enrol in this unit. This unit of study aims to introduce students to:

- Some of the essential features of work and organisations and to give them 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**

- Essay (1500 words) analysing a bureaucratic organisation; Strategy plan on options for structural change and community development practice within the context of a formal organisation.

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**ASC2022 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 4**

**Campus** St Albans.

**Prerequisite(s)** Nil.

**Content**

This unit is for pathways only. There are no classes available, therefore students cannot enrol in this unit. This unit of study aims to introduce students to:

- Some of the significant theories and practices of empowerment; 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; Marxist 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%.
ASC2091 SOCIAL POLICY 1
Campus St Albans.
Prerequisite(s) Satisfactory completion of all first-year units of study.
Content This unit is for pathways only. There are no classes available, therefore students cannot enrol in this unit. This unit of study 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 and social action. The unit includes an introduction to the theory of the State and of welfare and an examination of a range of perspectives on the State, including liberal, Marxist, feminist and crisis theories. It then 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 Major essay 70%; Tutorial paper 30%.

ASC3005 RESEARCH AND FIELDWORK 3
Campus St Albans
Prerequisite(s) Satisfactory completion of all second-year units of study or equivalent.
Content This unit of study focuses on social research planning and design, and consolidates students’ understanding and skills in using a range of research methodologies, including: survey and questionnaire methods; participant observation and other interpretative methods; documentary and historical research techniques; feminist research; action research; evaluation; and computer methods of data analysis. Students will prepare for, and commence, a 100-hour fieldwork placement in the community in which they will begin implementing their research project (which may be a continuation of their second-year research and fieldwork project). The fieldwork project involves a total of 200 hours during the whole year. It is expected that the process of locating a suitable fieldwork placement will commence prior to, or early in semester one, as the research project must be a co-operative and collaborative arrangement with the supervising agency.
• Learning Outcomes On successful completion of this unit, students will be able to: Understand underlying social, political, ethical and epistemological foundations of social research;
• Use both quantitative and qualitative social research methodologies and approaches;
• Design all aspects and phases of a social research project, using appropriate methodologies and frameworks;
• Demonstrate field-based experience in an agency in the design, preparation and initial stages of a social research project.
Recommended Reading To be advised.
Class Contact One one-hour lecture and one one-hour tutorial or seminar plus a fieldwork placement totalling 100 hours in agency.
Assessment Students are required to write one 2000-word essay reflecting on a specific research method, and prepare one 2000-word research proposal for a project in a fieldwork context. Students are required to keep a reflective learning journal of their fieldwork learning experience. Further details of the fieldwork process are contained in the Fieldwork Handbook.

ASC3006 RESEARCH AND FIELDWORK 4
Campus St Albans
Prerequisite(s) Satisfactory completion of all first-year units of study or equivalent.
Content This unit of study focuses on the final stages of the research process, including quantitative and qualitative data analysis, approaches to writing up the final research report, drafting of conclusions and recommendations, and dissemination of findings. Students are also required to give research-in-progress seminars, and individual consultation is given on students’ projects. Group discussions of student placement experiences are also an important component of this unit of study. Students will complete the final 100 hours fieldwork placement in the supervising agency.
• Learning Outcomes On successful completion of this unit, students will be able to: Use principal methods of quantitative data analysis, including frequencies, percentages, means, cross tabulations and other basic modes of statistical analysis;
• Present statistical data using charts and tables, including an introduction to the use of SPSS and other software tools for the analysis and presentation of quantitative data;
• Use principal methods of qualitative data analysis, including matrix methods of describing and analysing qualitative materials;
• Write a research report for both specialist and general audiences;
• Demonstrate experience in a fieldwork context of gathering data and information, analysing the data, writing up a research report, compiling recommendations and disseminating outcomes.

ASC3021 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 5
Campus St Albans
Prerequisite(s) Successful completion of second-year Bachelor of Arts (Community Development) or Associate Diploma in Community Development Theory and Practice units at study or their equivalent.
Content The aim of this unit of study is to introduce students to Australian community studies and to the study of specific regions, particularly the western region of Melbourne. The unit begins with a review of concepts of community studies, examines historical studies of the development of urban communities in Melbourne, and then looks in-depth at recent community studies of both urban and rural communities and community development in the western region of Melbourne.
• Learning Outcomes On successful completion of this unit, students will be able to: Review concepts of community studies;
• Examine community development approaches both in urban and rural communities;
• Explore current issues of valuing and celebrating cultural diversity and developing community partnerships in local settings, in an age of globalisation.
Class Contact Two hours per week for one semester comprising one one-hour lecture and one two-hour seminar.
Assessment Profile of a community development site (1000 words); Class presentation of a community case study; Community case study (3000 words).

ASC3022 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 6
Campus St Albans
Prerequisite(s) Successful completion of second-year BA or Associate Diploma in Community Development Theory and Practice units of study (or their equivalent).
Content The aim of this second semester, third-year unit of study is to consolidate
students' understanding of some central theoretical and practical aspects of community development strategies and methods. There is particular emphasis on the strategies and dynamics of social action campaigns, and on community development project management. The phases and processes of social action are discussed, including the planning and development phase, the mobilisation phase and alliance-building. Specific methods to be discussed include political lobbying, legal action, media and networking strategies. Workshops B focus on 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.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Recognise the importance of 'problematising' an issue thoroughly before a problem can be solved;
  - Demonstrate basic searching techniques for material in the library, on electronic data bases, and sources within the community, paying particular attention to the use of verbal communication and information from other cultures;
  - Demonstrate good habits in written communications, both professionally, (ie. learning thoroughly the academic conventions for referencing all kinds of material so it can be found by others), and by good verbal and written communications to their fellow students and teachers;
  - Work autonomously, both alone and in groups, and to take initiative and use the imagination in searching for solutions to problems which are put before them;
  - Demonstrate awareness of a range of cultures represented in the class and in other societies which are the focus of their study;
  - Communicate effectively with people whose culture is very different from their own.


ASC3031 COMMUNICATION THEORY: WORKSHOPS A

Campus: St Albans
Prerequisite(s): Nil

Content This unit of study introduces conflict resolution theory and its application to conflicts at both group and community levels. Through seminar presentations, discussion and analysis, experiential exercises, role-plays, and problem-solving tasks, the unit of study aims to develop students' skills in understanding and practising appropriate means of resolving or managing conflicts. The elective commences with defining the nature of conflict in groups and communities, and then presents the theory, principles and practical strategies of conflict resolution. Specific processes and skills for resolving or managing conflict in a range of differing contexts are then considered, including: individual conflicts, multi-party and multi-issue conflicts, intra group conflicts, cultural and inter group conflicts, and disputes in neighbourhood and workplace contexts. Particular emphasis will be placed on the awareness of difference and its effect in disputes, and on the students' own styles in dealing with conflict.


Class Contact Three hours per week for one semester comprising one three-hour seminar/workshop.

Assessment Assessed role-play 40%; Essay (3000 words) analysing a particular dispute 60%.

ASD1560 FINANCIAL MANAGEMENT IN AGED SERVICES

Campus: City Flinders, Off-campus
Prerequisite(s): Basic Excel experience.

Content This unit of study provides basic knowledge of financial management in aged services. Topics include: industry overview and financial management issues; financial implications of legislation; accounting concepts and application; introduction to management; financial reporting; accounting and computer systems; development and management of staff rosters; payroll processing and roster systems; financial planning and computer spreadsheet exercises related to high and low care residential facilities and SRSs; financial management of community care packages; and financial management of HACC services.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate knowledge of the aged care industry and its market segments;
  - Understand the various financial issues facing all stakeholders in the aged care industry;
  - Demonstrate an awareness of accounting concepts as applied to aged care;
  - Demonstrate greater awareness of both internal and external financial reporting requirements for aged care;

- Understand accounting and computer systems utilised by aged care service providers;

Required Reading ASC3031: Book of Readings.

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

Assessment First semester: Case study exercise (1000 words) 50%; Portfolio exercise 50%.

ASC3095 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES

Campus: St Albans
Prerequisite(s): Nil

Content This unit of study introduces conflict resolution theory and its application to conflicts at both group and community levels. Through seminar presentations, discussion and analysis, experiential exercises, role-plays, and problem-solving tasks, the unit of study aims to develop students' skills in understanding and practising appropriate means of resolving or managing conflicts. The elective commences with defining the nature of conflict in groups and communities, and then presents the theory, principles and practical strategies of conflict resolution. Specific processes and skills for resolving or managing conflict in a range of differing contexts are then considered, including: individual conflicts, multi-party and multi-issue conflicts, intra group conflicts, cultural and inter group conflicts, and disputes in neighbourhood and workplace contexts. Particular emphasis will be placed on the awareness of difference and its effect in disputes, and on the students' own styles in dealing with conflict.


Class Contact Three hours per week for one semester comprising one three-hour seminar/workshop.

Assessment Assessed role-play 40%; Essay (3000 words) analysing a particular dispute 60%.
• Demonstrate greater understanding of financial management strategies available to aged services manager;
• Understand the funding arrangements and the financial management techniques for both residential and community aged care service providers;
• Demonstrate greater understanding of financial management issues in relation to capital projects.

Required Reading To be advised.


Prerequisite(s) Nil.

Content This unit of study provides a sound introduction to the principles and practice of human resource management in aged service organisations. Human resource management is a very broad area and topics covered include: personnel recruitment and selection; staff retention; organisational behaviour; performance management; and industrial relations and legislative requirements for aged care providers.

• Learning Outcomes On successful completion of this unit, students will be able to:
  • Understand the importance of human resource issues in the aged care services;
  • Demonstrate a detailed understanding of human resource issues in the aged care services;
  • Identify human resource legislations that relate to aged care services.


Class Contact One three-hour weekly seminar for on-Campus students and for off-Campus students.

Assessment Assignments and practical exercises 100%.

ASD1571 HUMAN RESOURCE MANAGEMENT IN AGED SERVICES

Campus City Flinders and Off-campus

Prerequisite(s) Nil.

Content This unit of study provides a sound introduction to the principles and practice of human resource management in aged service organisations. Human resource management is a very broad area and topics covered include: personnel recruitment and selection; staff retention; organisational behaviour; performance management; and industrial relations and legislative requirements for aged care providers.

• Learning Outcomes On successful completion of this unit, students will be able to:
  • Understand the importance of human resource issues in the aged care services;
  • Demonstrate a detailed understanding of human resource issues in the aged care services;
  • Identify human resource legislations that relate to aged care services.


Class Contact One three-hour weekly seminar for on-Campus students and for off-Campus students.

Assessment Assignments and practical exercises 100%.

ASD1650 OPERATIONAL AND MATERIAL RESOURCE MANAGEMENT

Campus City Flinders and Off-campus

Prerequisite(s) ASD1560 Financial Management in Aged Services.

Content Operational and Materials Resource Management is a unit of study designed to provide students with experience and knowledge that reflects, as closely as possible, the workplace environment. This entails students becoming involved in an active learning experience, which provides opportunities for lateral thinking and through collaborative discussion and assessment, evaluate performance and ideas against objective measures. This unit critically examines traditional procedures and approaches to best business practice and high performance generation. It facilitates strategic planning to ensure robust and appropriate operational measures in a changing and highly regulated aged services organisational environment.

• Learning Outcomes On successful completion of this unit, students will be able to:
  • Understand traditional business procedures and approaches;
  • Demonstrate knowledge and understanding of organisational structure and board governance, the roles of the Board and the Executive;
  • Demonstrate practical experience in preparing reports and business plan development procedures;
  • Demonstrate knowledge of operational financial management, human resource planning and management, and purchasing and outsourcing services;
  • Demonstrate adequate knowledge of maintenance systems including fire prevention and protection, communications and security systems;
  • Demonstrate a fundamental understanding of the importance of building design

and operational efficiency and Building Code of Australia and Certification.

Required Reading Students will be provided with selected study materials.


Prerequisite(s) ASD1560 Financial Management in Aged Services.

Content This unit of study provides a sound introduction to the principles and practice of human resource management in aged service organisations. Human resource management is a very broad area and topics covered include: personnel recruitment and selection; staff retention; organisational behaviour; performance management; and industrial relations and legislative requirements for aged care providers.

• Learning Outcomes On successful completion of this unit, students will be able to:
  • Understand the importance of human resource issues in the aged care services;
  • Demonstrate a detailed understanding of human resource issues in the aged care services;
  • Identify human resource legislations that relate to aged care services.


Class Contact One three-hour weekly seminar for on-Campus students and for off-Campus students.

Assessment Assignments and practical exercises 100%.

ASD4000 UNDERSTANDING DEMENTIA: A MULTIDISCIPLINARY PERSPECTIVE

Campus City Flinders and Off-campus

Prerequisite(s) Nil.

Content This unit of study is focused on the anatomy and physiology of dementia, its behavioural and biomedical treatment and management, and how it impacts on significant others. Topics covered are: cognitive and sensory functioning in normal ageing; cognitive impairment; types of dementia; diagnosis and assessment; behavioural and psychological symptoms of dementia and their management; communication strategies; transitions in care and maintaining lifestyle and daily living.

• Learning Outcomes On successful completion of this unit, students will be able to:
  • Adopt a critical, reflective approach to management and practice in dementia services;
  • Understand the course of dementing illnesses (pathway of dementia) that is expected by persons, their families, social and community networks, their workplaces and service providers who support them;
  • Demonstrate knowledge of normal and pathological anatomy, physiology, signs and symptoms of dementia;
  • Demonstrate knowledge of current research into the management and treatment of dementing illnesses.

Required Reading Students will be provided with selected study materials. Access Economics 2005, Dementia estimates and projections: Australia states and territories, Access Economics, Australia. Alzheimer’s Association Australia, available online at: www.alz.org.au.


Class Contact One three-hour weekly seminar for on-Campus students and for off-Campus students.

Assessment Online exercises and written assignments 100%.

ASD4001 SOCIAL AND POLITICAL ASPECTS OF AGEING

Campus City Flinders and Off-campus

Prerequisite(s) Nil.

Content The central aim of this unit of study is to answer the question: How and why do older people become clients of aged and community services, and why are some more likely to become clients than others? This unit will use a sociological framework to examine a number of social transitions of ageing in the context of Australian society and factors affecting outcomes of these transitions for older people.

It proceeds to examine the social and political factors which influence policy planning and development in response to the needs that arise in the course of these transitions and the key social determinants that may infringe on these social transitions. Particular attention is given to the Commonwealth, State and local governments’ roles, policies, legislation and funding for aged services programs including housing, health, employment, retirement benefits and health, community and aged services.

• Learning Outcomes On successful completion of this unit, students will be able to:
  • Understand the main transitions of ageing in the context of Australian society and factors affecting outcomes of these transitions for older people;
  • Understand, at a basic level, ageing from a sociological and political perspective;
  • Demonstrate an awareness of the social indicators of ageing well and familiarity with some tools for assessing wellbeing;
  • Demonstrate an awareness of the social and political factors which influence policy planning and development;
  • Demonstrate knowledge of the background to policy initiatives in the Australian health, welfare, community and residential care programs;
  • Demonstrate knowledge of current Commonwealth, State and local governments’ roles, policies, legislation and funding in aged services programs
• Demonstrate a basic understanding of ethical and professional issues in policy development and planning and administration of aged care programs;
• Demonstrate an introductory knowledge of the issues of guardianship and advocacy for older people.

Required Reading

Recommended Reading

Class Contact
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%.

ASD4002 QUALITY MANAGEMENT IN AGED SERVICES
Campus City Flinders and Off-campus
Prerequisite(s) Nil.

Content
This unit of study provides students with an introduction to essential concepts and skills in aged services and service management. The unit provides an appreciation of key concepts and principles in establishing effective and efficient health services; policies, legislation 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.

Learning Outcomes
On successful completion of this unit, students will be able to:
• Demonstrate adequate knowledge of theories and concepts of quality management;
• Demonstrate knowledge of quality management in the aged care services;
• Understand the contribution of the quality functions towards the Government’s accreditation process;
• Understand the background to policy initiatives on providing quality care to Australian health, welfare, community and residential care programs;
• Demonstrate adequate knowledge of current Commonwealth, State and local governments’ roles, policies, legislation and funding in aged services programs, including housing, health, employment, retirement benefits and incomes towards maintenance of service quality;
• Demonstrate an understanding of ethical and professional issues in the administration of service quality within their own workplace.

Required Reading
Students will be provided with selected materials.

Recommended Reading

Class Contact
One three-hour weekly seminar for on-Campus students and online for off-Campus students.

Assessment
Online exercises and written assignment(s) 100%.

ASD4005 GRADUATE READINGS IN AGED SERVICES
(ELECTIVE)
Campus City Flinders and Off-campus
Prerequisite(s) Nil.

Content
This unit of study will provide the opportunity for students to pursue their own interest in a particular field of study related to understanding the management and context of management skills in aged services. The unit will also extend insight and awareness of the issues pertinent to quality management in aged services in the selected area of reading. In addition to addressing prescribed readings, students will be expected to search the literature for pertinent material and to prepare a comprehensive annotated bibliography on the readings.

Required Reading
Nil.

Recommended Reading
As relevant to topic selected.

Class Contact
As arranged with unit co-ordinator.

Assessment
Annotated bibliography (4500 words) comprising annotations for readings including books, journal articles and reports with a minimum of 12 readings 100%.

ASD4008 MANAGEMENT ETHICS AND SOCIAL RESPONSIBILITY IN AGED SERVICES
Campus City Flinders and Off-campus
Prerequisites Nil.

Content
This unit of study is designed to give students an understanding of ethical issues, which arise when managing facilities and services for older adults. Students will develop a basic understanding of ethical terms, principles and concepts used in the unit readings and an overview of philosophical principles employed in decision-making and policy planning and administration. The unit will address issues relating to: allocation of resources; policy and practice in residential and community care, eg. restraint; non-compliance; not-for-resuscitation orders; dying with dignity; ethics in business; family/surrogate or community responsibility for care; research and older people; and quality of life issues. The syllabus will also include discussions on institutional ethics committees and their establishment and role within different institutional and community settings.

Learning Outcomes
On successful completion of this unit, students will be able to:
• Demonstrate an awareness of theoretical frameworks underlying arguments and decision-making in ethics;
• Demonstrate a basic knowledge of ethical concepts;
• Identify key ethical issues in aged services and dementia care;
• Distinguish between legal and ethical issues and their interrelation;
• Understand the distinction between personal opinion and ethical reasoning;
• Assess and analyse relevant elements in ethical dilemmas and contribute to problem-solving in the aged services and dementia care settings;
• Demonstrate an awareness of the professional approaches to competence for ethical decision-making and informed consent;
• Understand the ethical issues related to an organisational culture;
• Critically reflect on advanced directives in the context of ethical decision-making;
• Demonstrate an awareness of the imperative of integrity in business management in aged services and ability to operate ethically;
• Take leadership in promoting and facilitating policy and guidelines for ethical practice in aged and dementia care services.

Required Reading
To be advised by lecturer.

Recommended Reading

Class Contact
Three hours per week for one semester.

Assessment
Case study presentation and report 40%; Written assignment (3000 words) 60%.

ASD4102 PERSON-CENTRED APPROACHES TO DEMENTIA SERVICES
Campus City Flinders and Off-campus
Prerequisite(s) (or corequisite) ASD4000 Understanding Dementia or equivalent.

Content
The focus of this unit of study is on enabling person-centred approaches in services and organisations whose clients are people with dementia. This unit examines how a person’s individuality and uniqueness is part of a larger system, and how organisations can operate and work within the system to ensure a person-centred approach to the provision of care and services. Topics covered include: an understanding of the rapidly developing bureaucracy surrounding dementia as a national priority; integrated service models of care provision; systems context and construction of a person-centred service; health promotion and community education strategies; isolation and functional interdependence; community capacity building; understanding diversity; person-centred plans and evaluative planning styles; and service frameworks for a person-centred dementia specific service.

Learning Outcomes
On successful completion of this unit, students will be able to:
• Critically reflect on current care practices within their own work setting and identify areas deficient in the provision of person-centred care;
• Design, implement and facilitate person-centred care and case management practices that enhance the quality of life and wellbeing of the person with dementia, and his/her family and/or relatives, friends and community;
• Plan and implement appropriate best practice in residential facility and community settings.

Required Reading
Students will be provided with selected study materials.

ASD4105 LEADERSHIP, INNOVATION AND CHANGE Campus City Flinders and Off-campus Prerequisite(s) Nil. Content During the next decades of the 21st century, the global ageing of populations will challenge every nation’s ability to ensure leadership by qualified health professionals and managers to reshape and improve health care delivery systems. This unit of study will explore the attributes of the professional leader-manager in community, aged and dementia specific services. It begins by examining the theoretical approaches to styles of leadership to address issues such as change management, teamwork, communication skills and innovative models and strategies directed towards client-centred care. It proceeds to examine how leaders within the industry can validate and increase the knowledge base of the field and apply an evidence-based approach to best practice in a diverse and multicultural environment of community, aged and dementia specific services. 

• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate knowledge, skills and attitudes required by a professional leader-manager in aged and dementia specific care and services; 

• Demonstrate knowledge of the theories and styles of leadership; 

• Use leadership skills to facilitate best practice in aged and dementia specific care; 

• Facilitate workplace communication and conflict management; 

• Identify and respond appropriately to actual, and potential, issues or practices impacting on the attainment of a quality delivery of services for all consumers; 


ASD4106 DEMENTIA PROJECT: PRACTICAL EXPERIENCE FOR SERVICE PROVIDERS Campus City Flinders and Off-campus Prerequisite(s) ASD4000 Understanding Dementia; ASD4102 Person-centred Approaches in Dementia Services; ASD4105 Leadership, Innovation and Change. Content This practical project is designed to identify key issues related to dementia care and services in the workplace. The unit of study will bring together key aspects of the prerequisite units to enable students to identify and apply knowledge, insights and skills to their workplace project. Students will submit a project proposal for approval by the course co-ordinator. This will be endorsed by the manager of the relevant facility, service or organisation. In order to complete their project, students will be provided with unit criteria based on the overall course objectives and the key aspects of the prerequisite units. 

• Learning Outcomes On successful completion of this unit, students will be able to: Critically evaluate service provision and identify the opportunities for improvement; 

• Plan, develop and report on innovative programs and projects, and define areas for further research; 

• Liaise and communicate effectively with other professionals in the field. Required Reading To be advised by lecturer. Recommended Reading Dwyer, J, Stanton, P & Thissen, V 2004, Project management in health and community services: getting good ideas to work, Allen and Unwin, Crows Nest, New South Wales. Cleak, H & Wilson, J 2004, Making the most of field placement, Thomson Learning, Southbank, Victoria. Class Contact Three-hour seminars for on-Campus students and online for off-Campus students. Assessment Personal journal based on reflective experience and written project report (4000 words) 100%.

ASD4107 HUMANISTIC DESIGN FOR PERSONS WITH DEMENTIA Campus City Flinders and Off-campus Prerequisite(s) ASD4000 Understanding Dementia: A Multidisciplinary Perspective and ASD4102 Person-centred Approaches to Dementia Services. Content This unit of study provides students with an understanding of the design and assessment of physical environments for persons with dementia, and development of appropriate design solutions for this population. Designed physical environments are discussed in relation to theory of place, ageing in place and age-related changes in sensory, perceptual and cognitive functioning. Specific environments include the home environment, residential facilities, public buildings, hospitals, shopping centres, outdoor gardens and the urban forms. Issues of falls and risk of injury, way finding, wandering, disorientation and behaviours of concern are addressed. Designed environments are also considered from the perspective of a workplace, recreation or living space for other stakeholders. 

• Learning Outcomes On successful completion of this unit, students will be able to: Assess and evaluate the design of environments used by persons with dementia; 

• Identify aspects for improvement; 


ASD5002 LITERATURE REVIEW IN AGED SERVICES MANAGEMENT Campus City Flinders and Off-campus Prerequisite(s) Students must have completed AHQ0001 Introduction to Research Design and Methods prior to, or be enrolled concurrently with, this unit of study; or equivalent. Corequisite(s) AHR0001 Introduction to Research Design and Methods, if not previously completed; or equivalent. Content This unit of study enables students to extend their knowledge and skills in an area of professional interest in aged services. Students will conduct a literature review
normally relevant to the topic selected for their minor thesis or collaborative research project. Students will survey the literature including government and policy reports, texts, journals demonstrating ability to access a merge of media sources and data bases. Students will interpret, critically analyse and discuss findings in the literature and define a question suitable for research in the Minor Thesis or Collaborative Research Project. Students will gain experience in developing structure and writing a proposal and thesis.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Investigate and provide sources of ideas on topics related to aged services;
  - Provide the relevant context for their study;
  - Utilise sources of information on research already done by others;
  - Show where their study ‘fits’ what is known about the topic;
  - Compare and contrast different authors’ views of the topic;
  - Critique methodological or theoretical ideas;
  - Make clear the relationship of previous research to their own topic;
  - Utilise information that is an integral or supportive part of the research;
  - Appreciate various theoretical interpretations of the findings of past studies and understand methodological issues of past studies;
  - Recognise the gaps in current understandings of the topic in question.

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

**Class Contact** Three hours per week have been allocated to this unit of study in semester one. This unit of study will commence with one three-hour seminar to provide guidelines for conducting a literature review. The unit of study co-ordinator will be available for consultation if required throughout the semester.

**Assessment** Written report (5000 words) 100%.

**ASDS5004 MINOR THESIS (FULL-TIME)**

**Campus** City Flinders

**Prerequisite(s)** Completion of Graduate Diploma Program Streams 1 or 2 or equivalent

**Content** This Minor Thesis unit of study is intended to provide students with an opportunity to undertake independent inquiry into an area of personal interest, applicable to aged services management. The student normally will carry out the research project previously proposed in AHQ0001 Introduction to Research Design and Methods. The thesis should reflect the whole research process from identification of a problem, the literature review, the critique and reflection of other relevant studies, data collection appropriate for the chosen methodology, analysis, interpretation and discussion of results and reporting at a standard commensurable with a Master’s degree award. There will be one internal supervisor, from a relevant area of the Faculty of Human Development.

**Required Reading** Readings will be recommended by the supervisor relevant to the selected topic in addition to readings researched by students.

**Class Contact** Individual contact with supervisor(s). Students and supervisors will make mutually agreed arrangements for discussion of thesis progress. Full-time students will be required to commit approximately 13 hours per week over one semester to research. Part-time students will be required to commit at least six hours per week over two semesters.

**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.

**ASDS5006 INDUSTRY-BASED PROJECT (FULL-TIME)**

**Campus** City Flinders (on-Campus or off-Campus mode)

**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 program, policy, or a critical evaluation of services against standards and industry benchmarks. The topic that is chosen should allow the student to demonstrate the ability to define a problem, develop a methodology appropriate to the unit of study and apply it to the project criteria. Good data collection and analysis skills will need to be demonstrated. The project should also demonstrate a high level of written communication skills, made evident by the submission of a suitably formatted project in which the topic is described in detail, results, discussion and conclusion elaborated. Where possible, students will be encouraged to choose a project topic that would involve the collaboration of other staff within their place of employment. Students will nominate a supervisor in the workplace who will perform the role of a mentor/resource person. The supervisor will liaise with the University Principal Investigator for the project. Students may be required to attend seminar presentations, as specified by the supervisor at the commencement of the unit.

**Required Reading** To be advised by supervisor.

**Recommended Reading** To be advised by supervisor.

**Class Contact** Approximately equivalent to 13 hours per week over one semester or 6.5 hours per week 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.

**ASDS5014 MINOR THESIS (PART-TIME)**

**Campus** City Flinders

**Prerequisite(s)** Completion of Graduate Diploma Program Streams 1 or 2 or equivalent

**Content** This Minor Thesis unit of study is intended to provide students with an opportunity to undertake independent inquiry into an area of personal interest, applicable to aged services management. The student normally will carry out the research project previously proposed in AHQ0001 Introduction to Research Design and Methods. The thesis should reflect the whole research process from identification of a problem, the literature review, the critique and reflection of other relevant studies, data collection appropriate for the chosen methodology, analysis, interpretation and discussion of results and reporting at a standard commensurable with a Master’s degree award. There will be one internal supervisor, from a relevant area of the Faculty of Human Development.

**Required Reading** Readings will be recommended by the supervisor relevant to the selected topic in addition to readings researched by students.

**Class Contact** Individual contact with supervisor(s). Students and supervisors will make mutually agreed arrangements for discussion of thesis progress. Full-time students will be required to commit approximately 13 hours per week over one semester to research. Part-time students will be required to commit at least six hours per week over two semesters.

**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.

**ASDS5016 INDUSTRY-BASED PROJECT (PART-TIME)**

**Campus** City Flinders (on-Campus or off-Campus mode)

**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 program, policy, or a critical evaluation of services against standards and industry benchmarks. The topic that is chosen should allow the student to demonstrate the ability to define a problem, develop a methodology appropriate to the unit of study and apply it to the project criteria. Good data collection and analysis skills will need to be demonstrated. The project should also demonstrate a high level of written communication skills, made evident by the submission of a suitably formatted project in which the topic is described in detail, results, discussion and conclusion elaborated. Where possible, students will be encouraged to choose a project topic that would involve the collaboration of other staff within their place of employment. Students will nominate a supervisor in the workplace who will perform the role of a mentor/resource person. The supervisor will liaise with the University Principal Investigator for the project. Students may be required to attend seminar presentations, as specified by the supervisor at the commencement of the unit.

**Required Reading** To be advised by supervisor.

**Recommended Reading** To be advised by supervisor.

**Class Contact** Approximately equivalent to 13 hours per week over one semester or 6.5 hours per week 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.

**ASDS7000 THESIS (FULL-TIME)**

**Campus** Not applicable.

**Content** In this unit of study, students negotiate a project/research of use and value to them and their work-related development with their supervisor/s. In particular students will: define their research/project topic related to/or contextualised within the workplace; develop a comprehensive literature review; develop a suitable methodology, data collection and data analysis; develop an ethics application;
carry out data collection and analysis; provide a derivation of conclusions and recommendations; present a professionally prepared thesis of doctoral level for examination.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Produce an original project/research on professional practice at doctoral level for examination. This research project will contribute significant knowledge to the practice/organisational context of the workplace in an accessible form for practitioners.

Required Reading Reading in the relevant field of study will be negotiated and identified by supervisor and student.


Class Contact Regular meetings with supervisor/s and peer group will be expected. Attendances at OPGR seminars and workshops will also be required.

Assessment Production and presentation for examination of a workplace project of 50,000 words 100%. Examination of the project by two external examiners from national and international fields. The research will contribute significant knowledge to the practice of the workplace and be presented in a format that is accessible to practitioners in the field.

ASD7001 THESIS (PART-TIME)
Campus Not applicable.

Content In this unit of study, students negotiate a project/research of use and value to them and their work-related development with their supervisor/s. In particular students will: define their research/project topic related to or contextualised within the workplace; develop a comprehensive literature review; develop a suitable methodology, data collection and data analysis; develop an ethics application; carry out data collection and analysis; provide a derivation of conclusions and recommendations; present a professionally prepared thesis of doctoral level for examination.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Produce an original project/research on professional practice at doctoral level for examination. This research project will contribute significant knowledge to the practice/organisational context of the workplace in an accessible form for practitioners.

Required Reading Reading in the relevant field of study will be negotiated and identified by supervisor and student.


Class Contact Regular meetings with supervisor/s and peer group will be expected. Attendances at OPGR seminars and workshops will also be required.

Assessment Production and presentation for examination of a workplace project of 50,000 words 100%. Examination of the project by two external examiners from national and international fields. The research will contribute significant knowledge to the practice of the workplace and be presented in a format that is accessible to practitioners in the field.

ASE1101 HEALTH & DIVERSITY IN A GLOBAL CONTEXT
Campus St Albans
Pre-requisite(s) Nil

Learning Outcomes
- On successful completion of this unit, students are expected to be able to:
  - demonstrate knowledge of the social impact of cultural displacement and the social designation refugee;
  - discuss the effect of colonial settlement on the cultural organisation and health of different indigenous populations within Australia;
  - illustrate how different policy approaches and practices have shaped and framed social and health outcomes within Australia;
  - discuss what is meant by the biomedical model;
  - develop a critique of the limitations of a purely biomedical approach;
  - demonstrate a clear understanding of the contours and principal health issues confronting immigrant populations and indigenous communities;
  - understand the importance of culturally appropriate nursing and health services and modes of delivery;
  - be familiar with terms such as cultural safety and cultural competence;
  - identify gaps within the current provision of medical and health care services and strategies;
  - recognise the plurality of issues within the provision of health care to ethically diverse communities and appreciate the significance of particular cultural knowledge and practices; and
  - develop interpretive skills with respect to the formation and delivery of nursing and health services within socially diverse communities.

Content
This unit analyses the health and well-being of ethnically and culturally diverse communities. It also examines the health of indigenous populations First Nations within Australia and elsewhere. The unit explores how the health disadvantage of these communities is rooted in wider historical and cultural processes specifically, those relating to cultural displacement, migration and social dislocation. The unit seeks to illustrate why and how sociological knowledge is essential to understanding health and well being issues in general nursing practice. Questions of cultural safety and competence are examined and the direction of current health policy and practice critically appraised.

Required Reading
All Required Reading for this unit is in the form of a carefully selected compilation available on E Reserve and can be accessed directly. It is assumed students will research and read beyond the essential reading.


Recommended Reading


ASE1311 INTRODUCTION TO SOCIOLOGY
Campus St Albans
Prerequisite(s) Nil

Content
The aim of this unit of study is to introduce nursing students to the major concepts in sociology. It aims to develop an awareness of social, cultural and historical contexts in which issues of health and illness impact on the practice of nursing and on the distribution and delivery of health care in Australia. It situates the examination
of health care issues within an exploration of critical sociological perspectives. In particular, it examines the distribution of health and illness, the nursing profession and the health care system, and their relationship to social class, gender, ethnicity and religion, as these categories are articulated in the Australian community. It also offers a sociological critique of the dominant paradigms of medical practice.

Recommended Reading
(A Book of Readings prepared for this unit of study will also form part of the required reading)

Recommended Reading

Class Contact
A total of 48 hours over one semester comprising lectures, tutorials, seminars and workshops.

Assessment
Continuous assessment through weekly journal entries on set questions requiring research and reflection 80%; Tutorial presentation and written report 20%.

ASE1320 SOCIOLOGY OF INDIGENOUS HEALTH

Campus
St Albalns

Prerequisite(s)
Nil.

Content
This unit of study includes an examination of: the historical and social contours of current Indigenous health disadvantage; significance of past and present policies (protection, assimilation, self determination) on Indigenous communities; epidemiological profile of Indigenous health in contemporary Australia, (morbidity, mortality); limitations of the biomedical tradition in relation to Aboriginal and Torres Strait Islander populations; social and medical requirements for improving ‘Aboriginal’ health status; innovative initiatives and strategies within ‘Aboriginal’ health policies and service provision; and value of sociological approaches for understanding Indigenous health issues.

- Learning Outcomes
  - On successful completion of this unit, students will be able to:
    - Demonstrate knowledge of the social impact of colonial settlement on the cultural organisation and health of different Indigenous populations;
    - Illustrate how different policy approaches and practices have shaped and framed social and health outcomes for Indigenous communities across Australia;
    - Demonstrate a clear understanding of the contours and principal health issues confronting Indigenous communities;
    - Understand the importance of culturally appropriate nursing and health services and modes of delivery;
    - Identify lacunae within the current provisioning of medical and health care services and strategies;
    - Recognise the plurality of issues within Indigenous communities and appreciate Indigenous cultural knowledges and practices;
    - Demonstrate interpretive skills with respect to the formation and delivery of nursing and health services in Indigenous communities.

Required Reading

Recommended Reading
To be advised by lecturer.

Class Contact
Equivalent of 40 hours.

Assessment
Continuous assessment through weekly journal entries on set questions, requiring research and reflection 40%; Scenario and problem-based learning exercises dealing with specific situations/issues within Indigenous health 40%; Tutorial presentation and written report 20%.

ASH4001 HONOURS THESIS (FULL-TIME)

Campus
Footscray Park, St Albalns.

Prerequisite(s)
Completion of two Honours coursework units at an Honours level.

Content
The Honours Thesis is designed to be an educational experience that gives students the opportunity to conceptualise, design, implement and evaluate a specific research project. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline’s body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher.

The thesis should be approximately 10,000 – 12,000 words in length and is expected to demonstrate a thorough familiarity with the literature in the relevant area, a sound understanding of the relevant concepts and, where appropriate, the application of relevant theory or method and ethics approval. The thesis requires independent supervised research. Students may extend areas of interest covered earlier in their academic career, but the work which constitutes the thesis must be entirely new. Students are required to certify that the substance of the thesis is their own work and supervisors are required to confirm that, to the best of their knowledge, this is the case. The thesis must have a clear hypothesis or objectives and develop well-documented arguments and/or data to support the hypothesis.

- Learning Outcomes
  - On successful completion of this unit, students will be able to:
    - Develop and used the skills necessary to conduct a research project;
    - Developed the skills needed to present a formal written thesis;
    - Demonstrate an understanding of the depth and breadth of knowledge and skills associated with a particular research area;

Required Reading
The student’s selection and preparation of a detailed literature review of books/articles is an integral component of the Honours Year.

Class Contact
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.

ASH4002 HONOURS THESIS (PART-TIME)

Campus
Footscray Park, St Albalns.

Prerequisite(s)
Completion of two Honours coursework units at an Honours level.

Content
The Honours Thesis is designed to be an educational experience that gives students the opportunity to conceptualise, design, implement and evaluate a specific research project. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline’s body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher.

The thesis should be approximately 10,000 – 12,000 words in length and is expected to demonstrate a thorough familiarity with the literature in the relevant area, a sound understanding of the relevant concepts and, where appropriate, the application of relevant theory or method and ethics approval. The thesis requires independent supervised research. Students may extend areas of interest covered earlier in their academic career, but the work which constitutes the thesis must be entirely new. Students are required to certify that the substance of the thesis is their own work and supervisors are required to confirm that, to the best of their knowledge, this is the case. The thesis must have a clear hypothesis or objectives and develop well-documented arguments and/or data to support the hypothesis.

- Learning Outcomes
  - On completion of this unit, students will be able to:
    - Have developed and used the skills necessary to conduct a research project;
    - Have developed the skills needed to present a formal written thesis;
    - Be able to demonstrate an understanding of the depth and breadth of knowledge and skills associated with a particular research area;

Required Reading
The student’s selection and preparation of a detailed literature review of books/articles is an integral component of the Honours Year.

Class Contact
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.

ASH4003 KEY DEBATES IN THE HUMANITIES AND SOCIAL SCIENCES

Campus
Footscray Park and St Albalns.

Prerequisite(s)
Completion of three years of an approved BA course.

Content
This unit of study will include 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; and to evaluate the application of these debates to their closer research area.

- Learning Outcomes
  - On successful completion of this unit, students will be able to:
    - Discuss a range of the relatively new fields of study which have emerged in
ASH5001 COMMUNITY SERVICES (IDEOLOGIES IN PRACTICE)
Campus Footscray Park
Prerequisite(s) Admission to any postgraduate course.
Content The major content of this unit will cover: the epistemology and the disciplinary positioning of social theory or theories; the social, cultural, political, historical positioning of current social science theories; an exploration of the ideas of intellectual thinkers of the social; an examination of theories regarding gender, ‘race’, ethnicity and Indigenous knowledge; examination of current debates in the context of the social sciences relating to the community services sector more generally; an examination of theories regarding gender, ‘race’, ethnicity and Indigenous knowledge; examination of current debates in the context of the social sciences relating to the community services sector more generally; an identification of how professional knowledge is constructed. Linking theories with practice will underscore all content.
Learning Outcomes On successful completion of this unit, students will be able to:
• Critically understand social theories and how they reflect changes in thinking;
• Connect theory development, research and scholarship;
• Engage with relevant theories through critically applying them to a variety of social phenomena;
• Critique theories of the social and critically situate theories within their social, cultural, political and historical contexts;
• Identify how knowledge is constructed and recognize the ambiguity inherent in social science knowledge and its application to community service practice.
Recommended Reading Sargent, M (et al) 1997, The new sociology for Australians, Longman, Melbourne. Reading Packs will be provided for specific topics.
Class Contact In selected format averaging three hours per week.
Assessment Essay (3000 words) chosen from selected topics 60%; Workshop of a selected topic which students relate and apply to current professional context 20%; Reflective journal on learning 20%.

ASH5002 INTEGRATING THEORY, RESEARCH AND PRACTICE IN COMMUNITY SERVICES
Campus Footscray Park
Prerequisite(s) ASH5001 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.
Learning Outcomes On successful completion of this unit, students will be able to: Critically analyse and map the issues and connections between theory, research and practice in a chosen speciality;
• Plan and undertake investigation, analysis and interpretation of documents, policies or services in order to critically reflect on both process and outcomes;
• Integrate and present their work.
Class Contact In selected format averaging three hours per week.
Assessment Major piece of theoretical and practical work to be determined in negotiation with the unit of study co-ordinator 60%; Seminar presentation to be negotiated from students’ self-learning goals 40%.

ASH5003 SUPERVISION FOR PROFESSIONAL PRACTICE IN COMMUNITY SERVICES
Campus Footscray Park
Prerequisite(s) ASH5001 Community Services (Ideologies in Practice); Practice of supervision.
Content Topics will include: identification of ideologies, philosophical concepts in supervision; socioeconomic and political influences of supervision; anti-discriminatory practice and supervision; ethics, power, language and professional responsibilities; organisational constraints; supervision from below; evaluation practices.
Learning Outcomes On successful completion of this unit, students will be able to: Build on the theoretical understandings of ASH5001 Community Services (Ideologies in Practice);
• Critically evaluate the contributions of class, ‘race’, age, ability, sexuality, gender and power on theories and practices of supervision;
• Critically evaluate the role and function of the supervisor, including the personal influence of values, ethics, codes of practice, use of language and professional bias;
• Critique the professionals’ use and ownership of knowledge and its implications;
• Critically evaluate organisational context on the supervisory role and examine the impact of managerialism and professionalism on the contemporary practice of supervision.
Class Contact In selected format averaging three hours per week.
Assessment Seminar presentation (20 mins) 30%; Organisational analysis essay (3000 words) 50%; Reflective journal 20%. 
ASL1003 CRIMINAL JUSTICE SYSTEM
Campus Footscray Park
Prerequisite(s) Nil.
Content This unit of study will include an examination of: major institutions of the criminal justice system in their social and historical context; including police, courts, prisons, and related crime prevention and welfare organisations linked to crime control in Australia; statistical and other evidence of shifts in approaches to crime control; a study of a selection of recent reviews of criminal justice in Australia and elsewhere; the historical and social underpinnings of community-based interventions in crime control.
• Learning Outcomes On successful completion of this unit, students will be able to: Recognise and engage with different kinds of conceptual tools that can be used to analyse the operations of the Australia criminal justice system and comparable justice systems in other parts of the world;
• Apply analytical tools productively in a way that engages with present challenges and aspects of change in the justice systems.
Recommended Reading Students will be required to purchase a set of readings for this unit of study to be used in conjunction with tutorial and assessment requirements.
Class Contact One two-hour lecture plus one one-hour tutorial per week. Total study hours of at least nine hours per week.
Assessment Preliminary assignment focusing on written communication; Tutorial exercise (1000 words); Final essay (2500 words). Students may be required to keep a journal reflecting their overall course participation and the interaction between different parts of the course. Tutorial participation of 80% is required.

ASL2001 TECHNOLOGY AND LAW
Campus Footscray Park
Prerequisite(s) Nil.
Content This unit of study traces the emergence of forensic technologies, from Bertillonage and fingerprinting to DNA profiling and brain imaging techniques, in the context of the policing and detecting of crime; the production and presentation of evidence, and their effects upon penal policy and sentencing. The unit of study focuses on a number of locations, including the forensic laboratory and the courtroom, but also the science museum and popular TV crime shows, as sites within which specific technologies establish their legitimacy as tools for the pursuit of criminal justice. Students are asked to engage with a body of contemporary scholarship, constituted, in particular, from within the discipline of science and technology studies, which suggests that these are complex spaces warranting careful critical analysis.
• This unit can only be identified as a Sociology unit for students enrolled in ABSL Bachelor of Arts (Legal studies), ABSL Bachelor of Arts (Advocacy and Mediation) and BLAA Bachelor of Laws/Bachelor of Arts.
• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate a foundational understanding of contemporary theory drawn from social studies in science and technology (SST);
• Demonstrate increased effectiveness in problem-solving via the application of critical theoretical tools drawn from SST to science-and-technology related practices in the criminal justice system, and to relations of criminal and social justice as they exist in the community;
• Work as a team and address issues of collaborative investigation and presentation. (Students will collaborate in an investigation of one aspect of relations between science, technology and criminal justice).
Required Reading Students will be required to purchase a Book of Readings for this unit of study, to be used in conjunction with tutorial and assessment requirements.
Class Contact One one-hour lecture and one one-hour tutorial per week, plus three hours of web-based learning per semester. Total study hours of at least nine hours per week.
Assessment Journal consisting of a minimum of five pre-tutorial entries (approx. 2500 words in total) 30%; End-of-semester multimedia presentation on negotiated topic 35%; Essay (1800-2000 words) 35%. Tutorial participation of 80% is required.

ASL2003 ETHICS
Campus Footscray Park
Prerequisite(s) Nil.
Content This unit of study will include a survey of the legislation, charters, declarations and rules governing the conduct of public institutions, the development of the various aspects of human rights as emphasised in the above decisions and documents; the philosophical principles enunciated in the above that are held to determine ethical conduct. It will also include an examination of the techniques of ethical practice. What techniques are deployed by individuals in the context of ethical decision-making? Practicum’s leading students to becoming familiar with methods of self-inquiry and the performance of ethical rules.
• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate a foundational understanding of ethics as the subject of academic inquiry and as an underpinning of research and professional practice;
• Apply the study of ethics to the practices and relations of criminal and social justice;
• Extend the academic discourse of ethics to ‘real life’ problems and issues that extend beyond the classroom and into the specific vocational arenas of professional practices within the criminal justice system.
Required Reading Students will be required to purchase a Book of Readings and a manual of exercises designed to assist their learning of ethics.
Recommended Reading To be advised.
Class Contact Three hours of combined lecture and seminar, practical classes, demonstrations and video material per week.
Assessment One essay (2000 words) and satisfactory completion of practicum. Class participation (minimum 80%) is required.

ASL3002 LAW AND GOVERNANCE
Campus Footscray Park
Prerequisite(s) ASL1001 Sociology 1A and ASL1002 Sociology 1B.
Content This unit of study draws on modern social theory to trace the interrelation between law and systems of governance. The approach, taken through a range of case studies and specialist literature, is to examine law and policy as attempts to intervene in certain problem areas of social life that need to be regulated and managed. Particular topics include: law as governance, risk management and punishment, the medicalisation of crime, law, power and family. Students will be expected to demonstrate a knowledge and understanding of the law as a set of techniques for intervening in the way society is governed and to use this understanding in the conduct of their own research.
Required Reading To be advised by lecturer.
Class Contact Two hours per week consisting of one one-hour lecture and one one-hour tutorial/seminar, plus three hours of web-based learning per semester.
Assessment Two seminar papers 50%; Major essay 50%.

ASL5001 CRIME POLICY AND POLITICS
Campus Footscray Park
Prerequisite(s) Nil.
Content According to the media, crime tends to be defined primarily as ‘street crime’. Such crime is thus associated with personal terror and fear, and violence is seen as central. Crime is sensationalised, with important implications for the fear of crime among certain sections of the population. This fear is heightened by the way in which crime is seen as random in nature, with anyone and everyone a possible target for victimisation. As well, there is often the idea that crime is related to morality, and specifically to the decline of that morality. What is ‘wrong’ is plain for all to see. Furthermore, the ‘criminal’ is distinctive and identifiable different from everyone else in society. Overall, the idea is that there is a continuing ‘law and order’ problem in society, and that things are constantly getting worse. This unit of study content includes: a study of recent trends in penal policies and statistical trends in arrest, sentencing and incarceration; a critique of law and order politics; comparative approaches to crime control; the history and sociology of crime control techniques; policing, legislation and media representations.
required to purchase a Unit Reader.

**Class Contact** Two hours per week classroom teaching, or a combination of class and online tuition.

**Assessment** Preliminary assignment 20%; Research paper (4500 words) 80%.

### ASLS002 SPACES OF INCARCERATION

**Campus** Footscray Park

**Prerequisite(s)** Nil.

**Content** This unit of study places key theoretical texts in the sociology of space and of spaces of incarceration in particular, alongside significant reports, legislative shifts and related debates within the recent history of incarceration in Australia. The unit aims to develop a critical understanding of the emergence of contemporary institutions of incarceration and to foster students’ engagement with an ongoing and charged debate, in both public and professional arenas, as to the relations between topologies and institutional and administrative aspirations. It takes as its focus the intersection of spatial architectural and topographical arrangements with aspirations diversely articulated as punishment, therapy, reform, protection of human rights and national and community security.

- **Learning Outcomes**
  
  On successful completion of this unit, students will be able to:
  
  - Recognise and engage with different kinds of conceptual tools that can be used to analyse material expressions of incarceration, past and present;
  
  - Apply analytical tools productively in a way that engages with various public and professional understandings of incarceration as a problem to be solved.

**Required Reading**


**Class Contact** Two hours per week classroom teaching or a combination of class and online tuition.

**Assessment** Preliminary assignment 20%; Research paper (4500 words) 80%.

### ASLS003 SOCIAL STUDIES OF FORENSIC SCIENCE

**Campus** Footscray Park

**Prerequisite(s)** Nil.

**Content** This unit of study aims to introduce students to the tools of academic inquiry developed largely in the context of science and technology studies and invites students to turn a critical eye upon some of the contemporary commonplace models via which the relationship between science and the criminal justice system is often articulated. The unit aims to explore perceived tensions between the popular and the real, the collegial and the adversarial, lay understandings and professional scientific expertise. The unit traces the passage of scientific and technological knowledge through the three ‘tiers’ of the criminal justice system: the role of forensic scientific expertise. The unit traces the passage of scientific and technological knowledge through the three ‘tiers’ of the criminal justice system: the role of forensic scientific expertise. The unit traces the passage of scientific and technological knowledge through the three ‘tiers’ of the criminal justice system: the role of forensic scientific expertise. The unit traces the passage of scientific and technological knowledge through the three ‘tiers’ of the criminal justice system: the role of forensic scientific expertise.

- **Learning Outcomes**
  
  On successful completion of this unit, students will be able to:
  
  - Recognise the shared conceptual terrain that underpins Social Studies of Science and Technology (SST);
  
  - Apply theoretical tools drawn from SST to a sociological analysis of forensic practices, past and future.

**Required Reading**


**Class Contact** Two hours per week classroom teaching or a combination of class and online tuition.

**Assessment** Preliminary assignment 20%; Research paper (4500 words) 80%.

### ASLS004 LAW AND NORM

**Campus** Footscray Park

**Prerequisite(s)** Nil.

**Content** This unit of study will include select case studies and texts on modes of governance and the workings of power, Australian and international socio-legal studies. Law and legal processes on the one hand, and the management of social life understood through the sociological concept of normalisation, are studied in the context of recent social theory and social and historical studies. The unit aims to provide students with the analytical tools to explore distinctions between law and norm in the way social regulation and governance are implemented.

**Required Reading**


**Class Contact** Two hours per week classroom teaching or a combination of class and online tuition.

**Assessment** Preliminary assignment 20%, Research paper (4500 words) 80%.
Required Reading To be advised by lecturer.

Class Contact Two hours per week classroom teaching or a combination of class and online tuition.

Assessment Preliminary assignment 20%; Research paper (4500 words) 80%.

ASL6004 METHODS OF INQUIRY: CRIMINOLOGICAL, SOCIAL, ETHICAL (PART-TIME)

Campus Footscray Park
Prerequisite(s) Nil.

Content This unit of study will include: a survey of legislation, charters, declarations and rules governing the conduct of public institutions; the development of the various aspects of human rights as encompassed in the above decisions and documents; the philosophical principles enunciated in the above that are held to determine ethical conduct; a survey of major shifts in public policy in relation to the criminal justice system in Australia and the rationales and political requirements underpinning these changes; a study of methods of historical inquiry, statistical methods in criminology, and a study of the methodologies deployed in ethical decision-making.


Required Reading To be advised by lecturer.

Class Contact Two hours per week classroom teaching or a combination of class and online tuition.

Assessment Preliminary assignment 20%; Research paper (4500 words) 80%.

ASM2001 MEDIATION

Campus Footscray Park
Prerequisite(s) Nil.

Content This unit of study has both a critical and a practical focus. It explores the rise of mediation in a range of settings and considers its limitations and opportunities, particularly where already marginalised complainants are involved. On a practical level, it introduces students to the various phases in the mediation process, including preparation, creating trust, summarisation and isolation of the issues, creating an agenda, exploring options, negotiation of an agreement, and implementation. It further equips students with mediation techniques and skills through practical exercises (including role-plays).

Required Reading To be advised by lecturer.

Class Contact Normally three hours per week, consisting of one one-hour lecture and one two-hour workshop.

Assessment Essay (3000 words) analysing a mediated dispute 50%; Assessed role-play 50%. Students are expected to have 80% attendance at lectures and workshops.

ASM2002 RESTORATIVE JUSTICE

Campus Footscray Park
Prerequisite(s) Nil.

Content This unit of study looks at the emergence of restorative justice programs as an approach to ‘repairing the harm’ and considers a range of programs from Australia, New Zealand and Canada that fall under the restorative umbrella. The aim is to investigate claims that these approaches have a range of beneficial outcomes, including crime prevention, community and victim involvement which are not achievable within retributive and rehabilitative models. Given the interest in restorative justice in programs involving young offenders and Indigenous peoples, the unit of study will consider the opportunities and limitations of restorative justice strategies in diverse societies.

- Learning Outcomes On successful completion of this unit, students will be able to: Understand the conceptual parameters of restorative justice; Understand the lines of emergence of restorative justice into the contemporary field of justice administration; Participate in debates over the applicability of restorative justice techniques (eg. what kinds of offences, offenders etc.); Evaluate existing programs; Evaluate the professional role as it is currently conceived; Demonstrate enhanced skills in becoming a team player, through sharing information, participating in e-discussions etc.; Demonstrate skills in accessing knowledge and drawing from global forums around restorative justice; Demonstrate the attainment of some of the skills required of a newly graduated professional practitioner (including self-evaluation and the constructive evaluation of the performance of others); Participate in role-plays of restorative justice conferencing in ways that indicate readiness to undertake internship or other community-based learning.

Required Reading Braithwaite, J & Strand, H (eds) 2000, Restorative justice: from philosophy to practice, Aldershot, Dartmouth.

Class Contact Normally three hours per week, consisting of one one-hour lecture and one two-hour workshop involving group work.

Assessment Short assignment (1000 words) 20%; Group project 40%; Major essay (2500 words) 40%. Students are expected to have 80% attendance at lectures and workshops.

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) units of study will include 200 hours at an appropriate agency or organisation. Students will be required to complete a series of tasks that are orientated and integral to the work of the agency or organisation (see assessment task).

- Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate experience gained in work and agency settings where the skills of advocacy and mediation are deployed, or might usefully be deployed; Work both independently and as part of a team; Demonstrate record keeping skills (log of hours and learning journal), time management (project work use of diary); Understand document management.

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 Completion of the internship contract in consultation with the agency supervisor and University supervisor; Log of hours as submitted by the student and confirmed by the agency supervisor at the end of each semester and at the conclusion of the internship; Learning journal involving a minimum of six substantive entries shown to the University supervisor at the end of each semester (12 entries by the conclusion of the internship); Preliminary draft/plan of the 2500 word internship final report. The unit of study will be graded as satisfactory or unsatisfactory.

ASM3002 ADVOCACY AND MEDIATION INTERNSHIP 2

Campus Footscray Park
Prerequisite(s) First and second year Advocacy and Mediation.

Content The completed Internship (ASM3001 and ASM 3002) units of study will include 200 hours at an appropriate agency or organisation. Students will be required to complete a series of tasks that are orientated and integral to the work of the agency or organisation (see assessment task). The Internship will also include the Capstone Task as part of the assessment.

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 Log of hours as submitted by the student and confirmed by the agency supervisor at the end of the internship; Completion of a learning journal involving a minimum of 12 substantive entries shown to the University supervisor at end of placement; A 2500-word internship final report submitted by the student (in addition to any task reports or materials required by the specific internship project); Capstone Task of 1500 words, where students reflect on their personal development in the area of the Victoria University core graduate attributes and on the evidence of this that they have accumulated in their student portfolios, then produce a statement on graduate attributes that can then be used when applying for work; End of internship written pro forma and verbal report from the agency supervisor; End of internship three-way review meeting between the student agency supervisor and University supervisor. The unit of study will be graded as satisfactory or unsatisfactory.

ASM6000 PROFESSIONAL THESIS (FULL-TIME)

Campus Not applicable.

Content In this unit of study, students negotiate a project/research of use and value to them and their work-related development with their supervisor/s. In particular
students will: define their research/project topic and appropriate methodology; 
develop ethics application; carry out data collection and analysis; and present a 
professionally prepared thesis for examination.
• Learning Outcomes On successful completion of this unit, students will be able 
to: Produce a project/research on professional practice. This research project will 
contribute significant knowledge to the practice/organisational context of the 
workplace and will be presented in a manner accessible to practitioners.
Required Reading Reading in the relevant field of study will be negotiated and 
identified by supervisor and student.
Recommended Reading Alston, M & Bowles, W 2002 Research for social workers: 
an introduction to methods, Allen & Unwin, Sydney. Darlington & and Scott, D 2002, 
Qualitative research in practice: stories from the field, Allen & Unwin, Sydney. Dudley, 
J 2005, Research methods for social work: becoming consumers and producers 
of research, Pearson, Sydney. Hughes, J 1990, The philosophy of social research, 
Class Contact Regular meetings with supervisor/s and peer group will be expected. 
Attendances at OPGR seminars and workshops will also be required.
Assessment Production and presentation for examination of a workplace project of 
20,000 words. Examination by two examiners, one internal and one external in the 
field of the project 100%. This research will contribute significant knowledge to the 
workplace and be presented in a format that is accessible to practitioners in the field.

ASMR6001 PROFESSIONAL THESIS (PART-TIME)
Campus
Prerequisites
Content As negotiated with the supervisor/s a project/research of use and value to 
the candidate and their work-related development. In particular to: 
Define research/project topic and appropriate methodology; 
Develop ethics application; 
Carry out data collection and analysis; 
Present a professionally prepared thesis for examination.
• Learning Outcomes On successful completion of this unit, students will be able 
to: Produce a project/research on professional practice. The research projects 
will contribute significant knowledge to the practice/organisational context of the 
workplace and will be presented in a manner accessible to practitioners.
Required Reading Reading in the relevant field of study will be negotiated and 
identified by supervisor and student.
Recommended Reading Alston, M and Bowles, W 2003. Research for social workers: 
Class Contact Regular meetings with supervisor/s and peer group will be expected. 
Attendances at OPGR seminars and workshops will also be required.
Assessment Production and presentation for examination of a workplace project of 
20,000 words. Examination by two examiners, one internal and one external in the 
field of the project. = 100% 
The research will contribute significant knowledge to practice of the workplace and be 
presented in a format that is accessible to practitioners in the field.

ASR1000 RESEARCH (FULL-TIME)
Campus St Albans
Prerequisite(s) Nil.
Content This unit of study, the aim of which is to enable students to competently 
research an area of study utilising knowledge and skills gained in previous studies, 
consists of a project carried out by students on an individual basis. The project is 
expected to be an investigation of an approved topic, followed by the submission of 
a suitably formatted thesis in which the topic is introduced and formulated; the 
investigation described in detail, results and conclusions from the study elaborated; 
and an extended discussion presented. Students may be required to undertake some 
lecture courses, as specified at the time of commencement.
Required Reading To be advised by supervisor.
Class Contact Independent research in addition to regular meetings with the 
supervisor.
Assessment The thesis will normally be assessed by at least two expert examiners 
for Research Masters and three expert examiners for PhD from an appropriate area of 
expertise.

ASR1001 RESEARCH (PART-TIME)
Campus St Albans
Prerequisite(s) Nil.
Content This unit of study, the aim of which is to enable students to competently 
research an area of study utilising knowledge and skills gained in previous studies, 
consists of a project carried out by students on an individual basis. The project is 
expected to be an investigation of an approved topic, followed by the submission of 
a suitably formatted thesis in which the topic is introduced and formulated; the 
investigation described in detail, results and conclusions from the study elaborated; 
and an extended discussion presented. Students may be required to undertake some 
lecture courses, as specified at the time of commencement.
Required Reading To be advised by supervisor.
Class Contact Independent research in addition to regular meetings with the 
supervisor.
Assessment The thesis will normally be assessed by at least two expert examiners 
for Research Masters and three expert examiners for PhD from an appropriate area of 
expertise.

ASS1001 SOCIOLOGY 1A: INTRODUCTION TO SOCIOLOGY
Campus Footscray Park
Prerequisite(s) Nil.
Content This introductory unit of study 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 unit 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 unit of study aims to equip students 
with the ability to distinguish a sociological approach from other possible approaches 
to information, social situations, issues and problems; to recognise and experiment 
with different theoretical frameworks within sociology; and to begin to apply a range 
of critical analytical skills to a variety of contemporary social arrangements and social 
issues.
• Learning Outcomes On successful completion of this unit, students will be able 
to: Demonstrate a foundational capacity to recognise the nature of sociological 
approaches to problems, as distinct from other forms of inquiry; 
• Demonstrate a foundational familiarity with different theoretical approaches 
within the broad discipline of sociology; 
• Demonstrate a foundational capacity to borrow theoretical tools and concepts 
of the discipline of sociology and to recognise and experiment with 
their applicability to problems beyond the classroom.
Required Reading To be advised by lecturer.
Class Contact Three hours per week for one semester, comprising two hours of 
lectures and one one-hour tutorial.
Assessment Preliminary assignment 20%; Two tutorial-based exercises 50%; End-
of-semester exam 30%. Final assessment requires satisfactory completion of all 
assignments and attendance at 80% of tutorials/seminars.

ASS1002 SOCIOLOGY 1B: MANAGING NORMALITY
Campus Footscray Park
Prerequisites ASS1001 Sociology 1A: Introduction to Sociology.
Content This unit of study is interested in the regulation of normal and deviant 
citizens, including corporate citizens, in contemporary Western societies. It takes 
as its starting point the claim that both normality and deviance are ‘managed’ and 
introduces students to the ways in which deviance and normality has been thought about, 
identified and acted upon 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.
• Learning Outcomes On successful completion of this unit, students will be able 
to: Understand some of the key perspectives on deviance and the management of 
normality; 
• Understand the contemporary problems which these perspectives endeavour to 
illuminate; 
• Demonstrate the development of an information base, and relevant analytic 
and basic research skills required to understand the social context in which normality 
is ‘managed’; 
• Demonstrate the development of the skills of presentation, in both oral and 
written form; 
• Demonstrate the development of skills required to work in a team, and
enough to understand our rapidly changing global cultures.

Students will be exposed to a range of ideas about the social world and provided with the conceptual skills at the way city environments and key social institutions, such as schools, courts, and hospitals, work. This 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.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate their capacity to engage in a regionally-focused sociological inquiry.
  - Complete a significant and extended piece of writing that shows that they have satisfactorily analyzed and articulated social issues;
  - Express an argument with supporting evidence from their study of selected theorists;
  - Understand a number of different theoretical perspectives which are central to sociology as a discipline of study;
  - Complete a significant and extended piece of writing that shows that they have reflected on their year’s study of Sociology.

Required Reading
- Recommended Reading

Class Contact
- One two-hour lecture and one one-hour tutorial per week.
- Assessment Tutorial presentation 20%; Book review 20%; Major essay 30%; Class test 20%; Class participation 10%. The assessment will be the equivalent to 4000 words per student.

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. The unit of study focuses upon the key sociological skills necessary for informed and intelligent social analysis.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Think about our society in a structured and critical way and be conversant with a number of different theoretical perspectives, which are central to sociology as a discipline;
  - Better understand the diversity of our society, having been provided with an overview of the key social and political issues;
  - Consider the above in both an individual and collective learning environment;
  - Demonstrate the information base and conceptual skills necessary for a satisfactory analysis and articulation of social issues;
  - Address sociological issues using the library and literature-based research tools;
  - Effectively express an argument that is supported by evidence and tackle sociological issues both collectively and individually;
  - Use this knowledge as a grounding for future studies.

Required Reading

Assessment
- 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 unit of study 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 unit of study 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 21st century? What issues are of central concern to Indigenous people? 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 analyze 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.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate familiarity with a range of key issues with which sociologists are working;
  - Complete a significant and extended piece of writing that shows that they have reflected on their year’s study of Sociology.

Required Reading

Assessment
- Tutorial presentation 25%; Journal 1 35%; Journal 2 40%.

ASS2001 SOCIAL ISSUES IN CONTEMPORARY ASIA

Campus St Albans
Prerequisite(s) ASS1012 Sociology 1A and ASS1013 Sociology 1B.
Content This unit of study will develop students’ understanding of the tension between globalisation and nationalism in countries in Southeast Asia and South Asia. Australia’s historical, cultural and political representations of ‘Asia’ will be examined with particular reference to expressions of fear and desire towards ‘Asia’. The unit of study will address issues such as: sex tourism; the 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.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Utilise the conceptual vocabulary of globalisation and nationalism in analysing contemporary issues in Southeast and South Asia;
  - Demonstrate an enhanced critical awareness of how ‘Asia’ has been represented in Australia;
  - Assume a sociological vantage point on current developments in Indonesia and East Timor.

Required Reading
- Recommended Reading
ASS2009 MAKING MODERN IDENTITIES
Campus Footscray Park
Prerequisite(s) Normally two first year Sociology units of study or designated first year foundation unit of study.
Content This unit of study draws on recent social and cultural theory addressing questions of identity and difference to explore the historical production of contemporary identities. It seeks to juxtapose the notion that identity is unstable and historically conferred with those discourses that speak of identity as unitary and stable over time. The unit of study looks to the newly visible categories of ‘women, ‘migrant’, ‘gay’ and ‘black’, and to slightly older categories like ‘the homosexual’, ‘the delinquent’, ‘the Aborigine’ to question more familiar narratives of identity formation and to explore the implications of those moves for understanding connections between identity formation and governmental activity.
• Learning Outcomes On successful completion of this unit, students will be able to:
  - Construct an awareness of the contingency of identity;
  - Deconstruct essentialist thought;
  - Demonstrate a broad-based knowledge of the different core issues in processes of identity formation across cultures and history.
Required Reading To be advised by lecturer.
Class Contact Two hours per week comprising one hour of lectures and one one-hour tutorial plus three hours of self-directed learning per semester.
Assessment Two sets of guide questions (1000 words each); Essay (2000 words). Final assessment requires satisfactory completion of all assignments and attendance at 80% of tutorials/seminars.

ASS2013 SOCIOLOGY OF THE BODY
Campus Footscray Park
Prerequisite(s) Normally two first-year Sociology units.
Content This unit of study introduces students to some major contemporary debates in the emerging field of sociological inquiries into the body. The unit is particularly concerned with conceptions of health which intersect questions of normality and the rights and responsibilities of citizenship. Students explore these themes via a number of case studies which include an historically-based inquiry into the concepts of health, illness and disease. These case studies are used to explore three related themes: the cultural meanings attached to certain illnesses; the social construction of disease; the place of medical knowledge in governing individuals and populations.
• Learning Outcomes On successful completion of this unit, students will be able to:
  - Develop and demonstrate advanced skills in critical reading, thinking and writing;
  - Think ‘sociologically’ about the body;
  - Analyse social phenomena across cultures;
  - Apply theoretical questions to social phenomena;
  - Demonstrate familiarity with the field of inquiry covered by this unit.
Required Reading ASS2013 Unit 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 completion of all assignments and attendance at 80% of tutorials/seminars.

ASS2025 TRANSNATIONAL SOCIAL MOVEMENTS
Campus Footscray Park
Prerequisite(s) A&P1010 Foundations in Political Science or Sociology 1A and 1B.
Content This unit of study will critically examine the increasing significance and reach of non-party political formations such as the global justice movement, civil society organisations and transnational environmental, peace and labour networks. It will introduce students to the most recent literature on social movement theory and explore the relationship between transnational social movements and globalisation. The unit will include specific case study material as well as introducing wider debates on the role of the nation state since September 11, 2001; contemporary critiques of neo-liberalism and the problem of global engagement in the post-Cold War era.
• Learning Outcomes On successful completion of this unit, students will be able to:
  - Understand some of the key debates about transnational social movements, global civil society and globalisation;
  - Critically evaluate some of the political and social implications of transnational social movements;
  - Relate theoretical debates to case studies of non-party political formations;
  - Understand how interpretations of globalisation have changed since September 11, 2001;
  - Demonstrate familiarity with a number of different approaches to research for political and social inquiry;
  - Apply skills of analysis and critique.
Class Contact One one-hour lecture and one one-hour tutorial per week plus one three-hour online exercise.
Assessment Seminar paper 25%; Micro case study 35%; Research essay 40%.

ASS2027 TIMOR LESTE: HISTORY, POLITICS AND SOCIETY
Campus City Flinders.
Prerequisite(s) Normally Sociology 1A and 1B.
Content This unit of study gives students an in-depth insight into the history, politics and sociology of East Timor’s development, including the role of the international community. This will include the era of Portuguese colonialism, Indonesian occupation, the period of rule by the United Nations and prospects and strategies for the future. It will also introduce students to key areas of Timorese thought and action through these periods and they will meet Timorese in Melbourne or in East Timor who have been active participants in defending and rebuilding the country.
from Indonesia, IB Tauris, London. Fax, JJ & Babo Soares, D 2003, Out of the
ashes: destruction and reconstruction of East Timor, Pardunus Press, ANU, Canberra.

Class Contact
This unit is taught by means of a study tour to Timor-Leste in June-July on alternate years. In the other years it is taught at a City Campus for two hours per week and also one three-hour study visit in Melbourne. Each enrolled student will present a tutorial paper.

Assessment
Book review: 20%; Class presentation: 20%; Essay/research project: 60%.

ASS2028 CONTEMPORARY AFRICA AND SOCIAL CHANGE
Campus St Albans
Prerequisite(s) Completion of two first-year units in either Sociology, Politics or History, or equivalent.

Content
The presence of African background communities in Australia has been accompanied by the emergence of African studies in the Australian context. This unit seeks to engage students in both local and global analysis of development and social change as they relate to contemporary Africa. It situates Africa’s ‘developmental’ trajectory amongst those of other developing world regions. It provides a base to critically explore various dimensions of development in Africa as a whole, particular regional blocs and particular countries. The unit also explores past and present trends in Africa’s socioeconomic affairs, and considers their impact. Students will consider both the salience of local communities’ engagement with socioeconomic empowerment and the international community’s engagement with socioeconomic empowerment and peace building.

• Learning Outcomes
On successful completion of this unit, students will be able to:
- Distinguish between complex layers of influence on the past and present African socioeconomic trends in the context of other developing regions;
- Comment on the diversity of African communities and their experiences at home, in transition and in Australia;
- Critically evaluate cases of development and social change planning and implementation;
- Appraise past and present trends in Australia’s engagement with Africa;
- Explain Africa’s position in the global socioeconomic, environmental, security and other aspects of world affairs.

Required Reading
Mphande, C (comp) 2009, Contemporary Africa and Social Change Reader.

Recommended Reading

Class Contact
Two hours per week.

Assessment
Poster presentation on comparative trends in development between an African and another developing region (EWL 600 words): 30%; Written report drawing upon student research conducted with emerging African background communities or the agencies that work with them around an area of interest that connects to the themes of the unit (1400 words): 40%; Theoretical essay on a set topic drawn from one of the weekly seminar topics (1000 words): 30%.

ASS2040 SOCIOLOGY 2C: SOCIOLOGY OF POWER AND THE STATE 1: CONCEPTS, CRITIQUES AND PRACTICES
Campus St Albans
Prerequisite(s) ASS1012 Sociology 1A, ASS1013 Sociology 1B or by negotiation with the unit of study co-ordinator.

Content
The aim of this unit of study is for students to have: achieved an understanding of, and a familiarity with, a number of sociological concepts and political practices; developed skills in analysing and critiquing policies and to have an appreciation of the reasons why change is complex and often conflicted. The underlying theme of the unit is the study of power and sovereignty: What is it? Who has and who doesn’t have it? The unit of study 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.

• Learning Outcomes
On successful completion of this unit, students will be able to:
- Think about our society in a structured and critical way and be familiar with a number of different theoretical perspectives, which are central to sociology as a discipline;
- Consider the key social and political issues that will permit a better understanding of the diversity of our society;
- Undertake this consideration in both an individual and collective learning environment;
- Demonstrate the information base and conceptual skills necessary for a satisfactory analysis and articulation of social issues;
- Address sociological issues using the library and literature-based research tools;
- Effectively express an argument that is supported by evidence and tackle sociological issues both collectively and individually.

Required Reading
To be advised by lecturer.

Class Contact
Two hours per week for one semester comprising lecture/seminar and one tutorial, plus three hours of self-directed learning per semester.

Assessment
Policy analysis or book review: 40%; Essay and tutorial project: 60%. Satisfactory attendance at 80% of tutorials is also a requirement.

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 unit of study 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, 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.

• Learning Outcomes
On successful completion of this unit, students will be able to:
- Analyse and develop policy;
- Appreciate the reasons why change is complex, often in conflict, and nearly always in the interests of the powerful members of society;
- Undertake learning in both an individual and collective learning environment;
- Effectively express an argument that is supported by evidence;
- Tackle sociological issues both collectively and individually;
- Think about our society in a structured and critical way;
- Identify a number of different theoretical perspectives, which are central to sociology as a discipline.

Required Reading
To be advised by lecturer.

Class Contact
Two hours per 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.

ASS3007 SPACE, KNOWLEDGE AND POWER
Campus Footscray Park
Prerequisite(s) Normally completion of first year Sociology.

Content
This unit of study is offered within the School of Social Sciences. But what does it mean to be a social scientist? How do we go about studying the social? We are comfortable enough speaking about social security, social welfare, social norms, and so on, but if we take that word ‘social’ by itself, we may find that we are dealing with quite a nebulous concept. If we begin, as we do in this unit, with a simple definition of ‘the social’ as the space between bodies, we find, in the course of our inquiries, that it is a space generated and governed in complex ways. This unit looks at forms of inquiry, past and present, that produce and claim knowledge of populations — of their distributions and their attributes. It also explores the means by which these knowledge claims serve to link the way we choose to conduct ourselves...
to broader aspirations to do with producing a well-conducted society. Students are asked to pay close attention to the way theorists from a range of disciplines — sociology, of course, but also anthropology, social geography, disability studies and science and technology studies — grapple with the relations between knowledge, power and the constitution of social space. The unit of study also invites a practical level of engagement. Students are asked to visit social sites with which they are familiar — the city block, the Campus, the virtual chat room — and apply the critical analytical tools to which they have been introduced.

- **Learning Outcomes**
  - On successful completion of this unit, students will be able to: Recognise and manage continuities and differences in theoretical and analytical material that share a conceptual terrain;
  - Demonstrate an increased effectiveness in problem-solving via the application of social theory to questions to do with the organisation of ‘everyday’ social space;
  - Extend the application of the discipline of sociology to problems outside the classroom and into the community.

**Required Reading** Students will be required to purchase a set of readings for this unit to be used in conjunction with tutorial and assessment requirements.

**Recommended Reading**
- Latour, B 1993, We have never been modern, Harvester Wheatsheaf.
- Rogers, A 2004, Non-formal education, flexible schooling or preparatory education?

**Class Contact**
- One-hour lecture and one-hour tutorial per week, plus three hours of web-based learning per semester. Total study hours of at least nine hours per week.

**Assessment**
- Journal consisting of a minimum of five pre-tutorial entries (approx 1200-1500 words in total);
- Post-tutorial analysis (800-1000 words);
- Research project (1800-2000 words).

**ASS3009 SOCIOLOGY OF LAW**

**Campus** Footscray Park

**Prerequisite(s)** Normally completion of first-year Sociology units of study.

**Content** This unit of study introduces students to the main bodies of literature in the sociology of law. These include studies on the sociology of justice and relationship between justice and crime, on courts and the delivery of justice, and on punishment and imprisonment. Students will have an opportunity to explore in-depth a particular area of justice, such as the law and Indigenous Australians, affirmative action, the law and young people, theories of policing, and explanations of the causes of crime. The unit of study will be underpinned by a survey of classical and contemporary social theory as applied to law and order.

**Learning Outcomes**
- On successful completion of this unit students will be able to:
  - Recognise the main frameworks of understanding in the Sociology of Law;
  - Apply theoretical tools drawn from sociology and the history of the human sciences to current problems in law and social regulation.

**Required Reading** To be advised.

**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 (1500 words) 30%;
- Major essay (2500 words) 70%.
- Students must have averaged 80% attendance at lectures and tutorials.

**ASS3012 SOCIOLOGY 3A: COLONISATION, DECOLONISATION AND DEVELOPMENT**

**Campus** St Albans

**Prerequisite(s)** Normally completion of first-year Sociology units of study.

**Content** This unit of study examines sociological aspects of societies in the ‘Global South’, formerly known as the ‘Third World’. It will emphasise the countries of the ‘global south’. Themes include: the sociology of health, education and development; the international role of trade unions and non-governmental organisations; environmental policy; the growth of the ‘information economy’; and the sociology of crime and policing.

**Learning Outcomes**
- On successful completion of this unit, students will be able to:
  - Problematic an issue thoroughly before determining how a problem can be solved and how to do it in a number of areas related to international development;
  - Apply advanced searching techniques for material in the library, an electronic databases, and sources within the community, including the international development community, paying particular attention to use of verbal communication and information from other countries and cultures;
  - Use good habits in communications, both professionally, i.e. learning thoroughly the academic conventions for referencing all kinds of material so it can be found by others, and by good verbal and written communications (including use of electronic communications) to other students and teachers;
  - Work autonomously, both alone and in groups, to take initiative and use the imagination in listening to other voices and searching for solutions to problems which are put before them;
  - Identify a range of cultures represented in class and in other societies which are the focus of their study; communicate effectively with people whose culture is very different from their own; and prepare themselves for work in the world of international community development.

**Required Reading**
- Rogers, A 2004, Non-formal education, flexible schooling or preparatory education?

**Class Contact**
- Three hours per week for one semester comprising lectures and tutorials plus one field visit of three hours.

**Assessment**
- Tutorial presentation 25%;
- Research project 25%;
- Major essay 30%;
- Class test 20%.
ASS3031 Sociology 3C: Governing Civic Life: Citizen, Nation, Self

Campus: St Albans

Prerequisite(s): Completion of second-year Sociology at either Footscray Park or St Albans.

Content: Current political and sociocultural changes are redefining notions of citizenship, nationhood and self. Recent debates about globalisation and the role of institutions such as the World Trade Organisation (WTO) reflect differences concerning the nature and direction of international change. Since the 1990s neo-liberal views, which prioritise deregulation and the removal of trade barriers, have dominated social policy agendas, reshaped national economies and refueled geo-political alignments.

The impact of September 11, the war in Afghanistan, continuing conflict in Iraq and the ‘war on terror’ continue to shape domestic and foreign policies generating heated debate and competing policy prescriptions. The aim of this unit of study is to analyse the broader basis to these debates by examining how competing political rationalities regarding the social realm have been ‘invented’. The unit thus situates current neo-liberal policies within a wider history (genealogy) of liberal thought (liberalism).

The rise of ‘entrepreneurial government’ and the reinvention of government along entrepreneurial lines is analysed as a historically specific development, which depends upon unique political rationalities and techniques of social governance. To this end the unit of study focuses upon: how domains of expertise are integrated into the practices of government; the manner in which categories of persons become the objects and objectives of government; and why and how, social identities became attached to distinctive forms of social governance.

Required Reading: A specific Book of Readings will be prepared for this unit of study and made available for purchase at the University bookshop.

Recommended Reading:

Class Contact: Two hours per week for one semester comprising one one-hour lecture, one one-hour tutorial and three hours per semester of self-directed learning.

Assessment: Take home exam 60%; Tutorial questions 40%.

ASS3032 Sociology 3D: Formations of Power: Governing Cultural Identity in a ‘Postcolonial’ World

Campus: St Albans

Prerequisite(s): Completion of second-year Sociology at either Footscray Park or St Albans.

Content: This second semester unit of study focuses on questions of culture and Indigenous identity. The unit examines the cultural politics of race and the manner in which racial identities are constituted within a field of cultural difference and power. The unit analyses the relationship between ‘Western’ knowledge forms in the elaboration of racial and sexual identities. It considers how the human sciences have developed accounts of Indigenous people and how they have constituted Indigenous peoples as a focus for, and problem of, government. Attention is directed to the types of policy regimes that have resulted from this process. Particular conceptions of identity tied to notions of ‘the nation’ and self are integral components of government and racialist political movements both in Australia and overseas. The unit of study illustrates how such conceptions are central to the current immigration ‘debate’, and how they underpin attitudes and responses to detention policy and reconciliation within Australia.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Understand the conceptual basis and cultural significance of Orientalist and postcolonial writings and visual representations;
  - Understand, at a foundational level, how history is constructed at the dinner table, over the fence, in parliament and in the streets;
  - Demonstrate a detailed knowledge of the history of systems of racial taxonomy as well as the effects such methods of classification have had on Indigenous populations;
  - Elaborate on the basis of child removal policies with respect to the Indigenous populations of Australia;
  - Understand how literary texts, historical documents and academic publications may offer different ways of viewing the same social question or ‘problem’.

Required Reading: A Book of Readings to be purchased at the University bookshop.

Recommended Reading:

Class Contact: Two hours per week for one semester comprising one one-hour lecture and one one-hour tutorial, plus three hours per semester of self-directed learning.

Assessment: Major project 60%; Tutorial questions 40%.

ASS3036 Sociology 2/3E: The Eco-Social: Place, Policy and Politics

Campus: St Albans

Prerequisite(s): ASS1012 Sociology 1A; ASS1013 Sociology 1B; or by negotiation with the unit of study co-ordinator.

Content: Recognition that existing economic, political and legal structures are demonstrably inadequate for dealing with the scale and depth of the current global ecological crisis has motivated widespread social responses at all levels: local, regional, national and international. The aim of this unit of study is to examine some of these responses and assess their importance for current and future environmental policy formulation. The unit will provide an analysis of the vexed issue of economic growth and its relation to environmental sustainability; an examination of major international policy initiatives in this area such as the Brandtland Report, and Agenda 21; and consideration of some of the alternative visions of ecological sustainability adopted by different nation states eg. 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 unit of study attention is paid to specific policy contexts and issues within Australia and the Pacific, in particular their relationship with several of these wider concerns.

- Learning Outcomes: On successful completion of this unit, students will be able to:
  - Understand the social and policy responses to the global ecological crisis;
  - Demonstrate enhanced capacity for policy analysis and evaluation;
  - Show familiarity with specific environmental policy contexts in Australia and the South Pacific.

Required Reading: To be advised by lecturer.

Recommended Reading: To be advised by lecturer.

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

Assessment: Three minor assignments: 45%; Major research paper and presentation 55%. The assessment will comprise the equivalent of 4000 words per student.

ASS3037 Inquiring into the Social

Campus: Footscray Park and St Albans

Prerequisite(s): ASS1001 Sociology 1A: Introduction to Sociology; or ASS1012 Sociology 1A: Introduction to Australian Society and Cultures; ASS1002 Sociology 1B: Managing Normality; or ASS1012 Sociology 1B: Issues in Australian Society and Culture; and one other unit of Sociology.

Content: Students will work in groups of four to consider and gather materials from a range of genres which would provide the resources to undertake inquiry into a social
issue, problem or question, and which would itself then form an assemblage or object of inquiry. These resources would exist in the public domain, in special collections, electronically etc, rather than requiring research involving human units of study. Students will generate their own object of inquiry and engage in the conceptual and practical labour required to shape an assemblage and the approaches with which to investigate it.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Demonstrate increased effectiveness in problem-solving: students will encounter/devise a ‘problem to be solved’ in conceptual and practical terms;
  - Apply the discipline of sociology to problems ‘outside the classroom’;
  - Work as a member of a team and to address the difficulties of teamwork;
  - Communicate in oral, written and electronic formats.

**Required Reading** ASS3037: Inquiring into the Social: Unit Reader.


**Required Reading** ASS1012 Sociology 1A; and ASS1013 Sociology 1B.

**Class Contact** 30 hours per semester of mixed-mode or self-directed learning.

**Class Contact** One hour per fortnight workshop on-campus. University supervision staff will make 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; 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); End of internship written proforma and verbal report from the agency supervisor; End of internship three-way review meeting between the student agency supervisor and university supervisor.

**ASS5002 OCEANIA IN THE MODERN WORLD**

**Campus** St Albans or Footscray

**Prerequisite(s)** Bachelor’s Degree.

**Content** This unit of study will introduce students to the distinctive social, political and economic features of the Melanesian, Polynesian and Micronesian regions. Through a wide range of source materials, including writings by Pacific islanders, and documentary films, students will study a range of issues in the history and development of society in the Pacific islands. Students will be able to specialise in an applied theory related to their own professional background to the societies of Oceania. These will include political, economic, legal, communications and gender theory. Policy issues will be examined from within the framework of sustainable development, and the contribution of regional institutions will be critically examined.

**Required Reading** To be advised by supervisor.


**Class Contact** Three hours per week.

**Assessment** Tutorial presentation, class presentation 30%; Major research essay 70%.

**ASS5011 SOCIAL AND CULTURAL CHANGE IN THE SOUTH PACIFIC**

**Campus** St Albans

**Prerequisite(s)** Nil.

**Content** This unit of study will introduce students to the distinctive social, political and economic features of the Melanesian, Polynesian and Micronesian regions. Through a wide range of source materials, including writings by Pacific islanders, and documentary films, students will study a range of issues in the history and development of society in the Pacific islands. These will include political, economic, legal, communications and gender theory. Policy issues will be examined from within the framework of sustainable development, and the contribution of regional institutions will be critically examined.


**Recommended Reading** Hooper, A (ed) 1989, First and second year Human Services. Content Students will serve a minimum of 96 hours at an appropriate Human services agency or organisation. Students will be required to complete a series of tasks that are oriented and integral to the work of the agency or organisation (see assessment task).
ASSS027 TIMOR LESTE: HISTORY, POLITICS AND SOCIETY
Campus: City Flinders
Prerequisite(s): Normally Sociology 1A and 1B
Content: This unit of study gives students an in-depth insight into the history, politics and sociology of East Timor’s development, including the role of the international community. This will include the era of Portuguese colonialism, Indonesian occupation, the period of rule by the United Nations and prospects and strategies for the future. It will also introduce students to key areas of Timorese thought and action through these periods and they will meet Timorese in Melbourne or in East Timor who have been active participants in defending and rebuilding the country.
Class Contact: This unit is taught by means of a study tour to Timor-Leste in June-July on alternate years. In the other years it is taught at a City Campus for two hours per week and also one three-hour study visit in Melbourne. Each enrolled student will present a tutorial paper.
Assessment: Book review 20%; Class presentation 20%; Essay/research project 60%.

ASW2013 INTRODUCTION TO SOCIAL POLICY
Campus: St Albans
Prerequisite(s): Nil.
Content: Social policy refers to public policy covering the fields of income security, housing, education, health, community services, employment, leisure and other aspects of the social infrastructure of society. Social policy responds, in various ways and with varying degrees of consistency and success, to individual, family, community and societal needs and concerns. This unit of study introduces students to political and social policy processes. It assists students to identify social issues in their consciousness and in the media as social policy issues and to challenge oppression and bring about change. This unit focuses on political and policy processes and provides students with opportunities to pursue their own interests in contemporary social policy issues.
- Learning Outcomes: On successful completion of this unit, students are expected to be able to: Articulate links between familiar social issues and relevant social policy; Demonstrate familiarity with typical Australian social policy processes; Demonstrate familiarity with Australian political systems and human services; Articulate ways that human service workers may engage with and influence policy processes; Demonstrate beginning skills in policy analysis; Discuss issues and debates in contemporary Australian politics and social policy.
Class Contact: Three hours weekly lecture/tutorial for one semester.
Assessment: Written summary of social issues, workbook entries 25%; Presentation based on first assignment which focuses on linking analysis to social policy critique 30%; Paper on a contemporary social policy issue (selection of topic will be discussed in class) 45% (total EWL 3000 words).
Placement: Nil.

ASW2090 GROUPWORK THEORY AND PRACTICE
Campus: St Albans
Prerequisite(s): Nil.
Content: Social workers work in groups across all fields of practice from staff teams to social action and therapeutic groups. This unit of study aims to introduce students to group work theories, processes and skills. It will use the process of critical reflection to integrate students’ personal experiences, in the practice and theoretical dimensions of groupwork. It will focus on developing a critical understanding of the use of power, knowledge and privilege in groups and the implications of this for social work practice.
- Learning Outcomes: On successful completion of this unit, students are expected to be able to: Critically understand theoretical and practical issues relating to the process of social work practice with/in groups; Reflect and report on their experiences as group members and group leaders in a small group setting; Analyse the different contexts of groupwork practice and the implications for practice; Demonstrate a working awareness and understanding of power in the groupwork context; Demonstrate their knowledge with regard to the acquisition of beginning group facilitation skills.
Class Contact: One one-hour lecture and one two-hour workshop per week for one semester.
Assessment: Five reflective journal entries on students’ experiences of groupwork processes 35%; Using journal entries as a reference, write a summary of the processes related to leadership skills 30%; Groupwork essay 35% (total EWL 3000 words).
Placement: Nil.

ASW2094 WORKING IN HUMAN SERVICE ORGANISATIONS
Campus: St Albans
Prerequisite(s): Nil.
Content: This unit of study introduces students to key dimensions from which to understand the operation and dynamics of organisations. As well as outlining...
ASW2102 SOCIAL WELFARE: HISTORY AND CURRENT CONTEXT

Campus  St Albans.
Prerequisite(s) Nil.

Content This unit of study introduces students to the history and key concepts of the welfare state and its development in the Australian context and the historical judgements that underpin its formation, practice, and decline. Philosophical debates about the nature, form and value of social welfare will be discussed in the context of issues affecting Indigenous peoples, women, immigrants, wage workers, people with a disability, and elderly people, and their positional relationship to those privileged in terms of race, gender, sexuality, class, age and ability. The future of the welfare state will be discussed in the context of current debates about who benefits and who pays; who is privileged and who is stigmatised, between the individual and the social, rights and responsibilities, difference and solidarity, the state and the market and the local and the global. Within this context, the role and contribution of social work and how it fits within the welfare project will be introduced and explored.

• Learning Outcomes On successful completion of this unit, students will be able to:
  - Understand the historical development of the welfare state in Australia and the international context, and the significant judgements that have shaped its development;
  - Demonstrate on understanding of what social welfare is, and why it forms a significant part of sociopolitical, economic and legal institutions in Australia;
  - Understand the various concepts, perceptions, myths and stereotypes about social welfare;
  - Understand the links between major political paradigms and key concepts about social welfare;
  - Explore some of the many issues confronting the Australian social welfare state in the future.


Class Contact One 90-minute lecture and one 90-minute tutorial per week for one semester.

Assessment Literature review readings weeks one to five (750-word limit) 25%; Group presentation case study (20 minutes) — small groups of three/four students will present a case study, details will be outlined in the unit guide and each student is expected to participate equally in the tasks associated with the presentation (EWL 450-word limit) 35%; Essay (1800-word limit) — topic will relate to specific aspects of the unit 40%.

Placement Nil.

ASW2098 SOCIAL RESEARCH 1

Campus  St Albans
Prerequisite(s) Nil.

Content Social research is a key activity in human services. It is not a ‘stand-alone’ activity, but informs analysis of social issues and contributes to high quality practice. This unit of study introduces students to basic frameworks, skills and issues both in activity, but informs analysis of social issues and contributes to high quality practice.


Class Contact Weekly three-hour lecture/tutorial

Assessment Identify and illustrate with examples three key ideas from the literature set for weeks one to five 25%; Group presentation and facilitation of a tutorial 35%; Analysis of human service organisation using either one of the mapping or profile templates distributed in class 40% (total EWL 3000 words).

Placement Nil.
• Compare and contrast different theoretical accounts of these phenomena, with reference to western 20th century conceptualisations of development (eg. adolescence) alongside those of non-western cultural traditions;
• Apply relevant knowledge of human development in social work settings;
• Encourage critical inquiry into the research foundations of developmental theories, and their relative strengths and limitations for application and generalisation.


Class Contact Three hours weekly lecture/tutorial for one semester.

Assessment Critical reflection on personal biography 25%; Class presentation 35%; Critical analysis of selected tutorial topic 40% (total EWL 3000 words).

Placement Nil.

ASW2202 SOCIAL WORK THEORIES

Campus St Albans.

Prerequisite(s) Nil.

Content This unit of study introduces students to an overview of the various theoretical approaches to social work from the conventional or traditional to the critical approach. Various worldviews or paradigms (neo-conservatism, liberalism, social democracy, feminism, Marxism, postcolonialism, and postmodernism) will be examined in accordance with their respective ideologies. Each ideology will be analysed in terms of how each one leads to different explanations for social problems, a different welfare system to deal with social problems and a different practice of social work. As part of this examination the value base of social work will be explored in order to identify the tensions between its social care, social change and social control functions. A major focus in this unit will be on oppression and disadvantage as explanations for social problems and as an organising framework for critical social work practice. Students will be encouraged to explore how all practice methods incorporate theoretical and hence ideological assumptions and how, therefore, the construction of creative solutions to address disadvantage and create social change demands practices that are both critically reflective and self-critical.

• Learning Outcomes On successful completion of this unit, students will be able to: Demonstrate an understanding of the theories and practices for use in the current context of social work practice;
• Identify how knowledge is constructed and explore the ideological and political influences inherent in its construction;
• Understand how worldviews are created and maintained, and how our worldview influences what we accept as reality and commonsense;
• Demonstrate familiarity with different worldviews about the nature of society and how these views lead to different explanations of social problems, different welfare solutions and different social work practices;
• Develop their own worldviews consistent with a critical social work ideology;
• Critically reflect on various worldviews in order to begin to position themselves in relation to their veracity to explain and address social issues.


Class Contact Three hours per week for one semester.

Assessment Literature review of readings from weeks 1-4 (550-word limit) 25%; Major essay (chosen from topic lists assigned) (1500-word limit) 40%; Essay plan on eight out 10 topics based on unit content (950-word limit) 35%.

Placement Nil.

ASW3101 SKILLS FOR SOCIAL WORK DIRECT PRACTICE

Campus St Albans.

Prerequisite(s) ASW2203 Interpersonal and Communication Skills.

Content This unit of study will build on skills developed from Interpersonal and Communication Skills and Groupwork Theory and Practice. However, in this unit the use of the skills learned will be transferred specifically to social work with individuals, groups and families in human service provision. This work is variously referred to as casework or direct practice. Traditionally it has focused on individual change often with an indifference to the broader structural and cultural realities that impact on people’s lives. This unit will use an integrated framework to introduce skills, practice theories and methods, which will be the core of the skills of practice used in direct social work practice. The strengths perspective as demonstrated in both brief solution-focused and narrative practice theories, will provide the theoretical basis for this unit. Practice scenarios 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.

• Learning Outcomes On successful completion of this unit, students are expected to be able to: Use the Integrated Framework underpinned by a critically informed anti-oppressive foundation; Demonstrate an awareness of the impact of cultural difference in work with individuals, groups and families;
• Understand and use strengths perspective utilising the concepts from solution focused and narrative practice theories;
• Articulate and utilise a generic understanding of phases in the work with individuals, groups and families;
• Demonstrate advanced interpersonal and communication skills for assessment and intervention in casework practice;
• Demonstrate the necessary knowledge and skills base to begin supervised casework in Social Work.

ASW3102 CRITICAL SOCIAL WORK THEORIES
Campus St Albans.
Prerequisite(s) ASW202 Social Work Theories.
Content This unit of study requires students to study and critically reflect in more depth on social work theory and practice undertaken in the course, and specifically in the unit Social Work Theories. It will take a critically reflective approach to further develop and consolidate students’ generic knowledge, skills and practice theories by examining some of the newer developments in social work theory (critical social work including anti-oppressive social work, critical reflection, critical postmodernism, social constructivism, international social work and social movement activism). This unit will assist students to develop a practice for life-long learning and critical reflection in order to be able to respond to more complex issues in practice. A critical framework for evaluating effectiveness of self as well as knowledges and practice skills will be explored in the current debates about social work’s efficacy and its future role in the helping professions.
- Learning Outcomes On successful completion of this unit, students are expected to be able to: Develop practice frameworks from a critical perspective;
- Understand various critical perspectives and place these theories in historical, cultural, political, economic and social contexts;
- Demonstrate a critique of these theories and their efficacy in practice settings;
- Demonstrate an awareness of the complexities, ambiguities, uncertainties and challenges of the contemporary social context;
- Assess and determine appropriate practice responses when faced with these complexities;
- Develop a framework for lifelong learning and professional development;
- Draw an international literature to inform the understanding and critique of theory development in social work;
- Contribute constructively to exploring solutions to some of the problems generated by the current practice and policy debates in social work.
Class Contact Three hour lecture/tutorial per week for one semester.
Assessment Literature review of readings from weeks one to four 25%; Annotated essay plan 25%; Major essay (topic to be negotiated with unit coordinator) 40% (total EWL 3000 words).
Placement Nil.

ASW3110 SOCIAL WORK, ADVOCACY AND HUMAN RIGHTS
Campus St Albans.
Prerequisite(s) Nil.
Content Principles of human rights and social justice are fundamental to social work. In this unit of study students explore the legal context of social work practice through a human rights lens. Students are required to critically analyse law’s capacity to treat people fairly and impartially. In addition to examining the legal institutions, processes and laws that social workers deal with in their daily practice, the unit explores the important role of social workers in legal and social change. Legal and social debates including immigration, violence against women, imprisonment and terrorism will be examined with a particular emphasis on the social movements that have brought about change in these areas. Social workers as advocates for social and structural change will also be explored.
- Learning Outcomes On successful completion of this unit, students are expected to be able to: Critically analyse the function of law in society, particularly in relation to inequality, marginalisation and social justice;
- Demonstrate an understanding of the human rights framework and its capacity to be used as an instrument of change;
- Identify processes and strategies that can bring about progressive legal and social reform;
- Exercise skills in key areas of practice such as report writing and record keeping;
- Demonstrate an understanding of the legal responsibilities confronting social workers such as mandatory reporting and duty of care;
- Understand the nature of advocacy and the way client advocacy can help individuals, groups and communities bring about social change.
Class Contact One two-hour seminar per week and one one-hour tutorial per week for one semester.
Assessment Analysis of a legal text using human rights framework (500-word limit) 20%; Pre-sentence, social worker’s court report (500-word limit) 30%; Law reform submission/strategy (2000-word limit) 50%.
Placement Nil.

ASW3201 FIELD EDUCATION 1
Campus St Albans.
Prerequisite(s) ASW3101 Skills for Social Work Direct Practice.
Corequisite(s) ASW3202 Field Education 1: Integrative Seminar.
Content This unit of study enables students to participate in a structured and supervised field experience. The broad aim of this unit is to provide third-year students with the opportunity to extend their knowledge and experience in linking theory with the realities of practice and extend their skills for social work practice. Students will be allocated placements where the focus is on direct service work with individuals, families or groups. A variety of social work and related agencies in and around Melbourne will be utilised. The field education co-ordinator will be responsible for the selection and arrangement of placements according to ASW guidelines.
- Learning Outcomes On successful completion of this unit, students are expected to be able to: Develop and demonstrate social work practice skills at the level expected of a third year social work student;
- Demonstrate knowledge relevant to the placement context, organisational structure and function and the role of social work within this context;
- Apply conceptual skills in relating theory to practice;
- Work independently and demonstrate initiative in practice situations;
- Recognise the ways in which the student’s values influence responses to particular practice situations;
- Identify the ways in which the interests and values of dominant groups determine the definition of, and responses to, service user needs;
- Demonstrate specific skills in relation to the particular emphasis of specific placements i.e. communication skills; writing skills; recording and evaluation.
skills and organisational and planning skills;
• Know how and when to use consultation and supervision;
• Demonstrate an emerging capacity for critical reflective practice;
• Demonstrate a practice-based awareness of the issues of consumers’ service and resource networks associated with their placement agencies functions;
• Continuously assess the process of intervention in the light of personal and agency theory and social work values.

Required Reading
Cleek, HM & Wilson, J 2004, Making the most of field placement, Thomson, Australia.

Recommended Reading

Class Contact
This unit consists of 70 days of supervised field education in a human service agency.

Assessment

Placement Seventy days in the agency setting, comprising a block of six weeks from mid-June to the end of July then ten weeks of four days per week until 70 days are completed.

ASW3202 FIELD EDUCATION 1: INTEGRATIVE SEMINAR
Campus: St Albans
Prerequisite(s): ASW3101 Skills for Social Work Direct Practice.
Corequisite(s): ASW3201 Field Education 1.

Content
This unit of study is designed to help students integrate theory and practice while on placement. Additionally, these classes are aimed to help students explore the theory/practice relationship and focus on their own experiences and learning. Further, while on placement. Additionally, these classes are aimed to help students explore the corequisite(s) ASW3201 Field Education 1.

• Take responsibility for their learning and explore creative thinking about use of practice skills.

Required Reading
Cleek, HM & Wilson, J 2004, Making the most of field placement, Thomson, Australia.

Recommended Reading

Class Contact
Twenty-four hours flexible delivery combining day seminars and tutorials as advised.

ASW3300 WORKING WITH INDIVIDUALS AND FAMILIES
Campus: St Albans
Prerequisite(s): ASW3101 Skills for Social Work Direct Practice.

Content
This unit of study builds on the learning relevant to direct social work practice in the unit Skills for Direct Social Work Practice. Students will continue to use strength-based, solution-focused, narrative and other relevant approaches for conceptualising their direct practice assessments and interventions within an overall framework of anti-oppressive social work practice. Weekly lectures and practice workshops will include both theoretical and practice input on families, loss and grief and trauma. The content will assist students to integrate new learning with their established knowledge and practice.

• Learning Outcomes On successful completion of this unit, students are expected to be able to: Better understand social work assessment and intervention using strengths, solution-focused, narrative and other relevant approaches within an overall framework of anti-oppressive social work practice;

• Present, analyse and critique examples of direct social work practice, and contribute constructively to the discussion of examples of direct social work practice;

• Link theory and practice in discussion of their own practice experience and in written work;

• Reflect critically on their own practice, utilising peer feedback, consultation with lecturers, personal awareness and theoretical input.

Required Reading

Recommended Reading

Class Contact
Four hours per week lecture/workshop for one semester.

Assessment
Skills exercise 20%; Facilitated 45-minute class session 35%; Assessment and intervention plan 45% (total EWL 3000 words).

Placement Nil.

ASW4044 COMMUNITY DEVELOPMENT
Campus: St Albans
Prerequisite(s): Nil

Content
This unit of study explores the history, nature and dimensions of community development, both in Australia and internationally. Focus will be on analysing useful concepts, framework and strategies, including issues of participation, community organisation and the dynamics of power and influence in seeking social, economic and political change. Community development acknowledges the diversities which exist within any community but also recognises the potential for collaborative alliances and partnerships that link individuals with communities and community resources that
ASW4047 SOCIAL PLANNING AND PROGRAM DEVELOPMENT

Campus St Albans.

Prerequisite(s) ASW4044 Community Development.

Content This final-year unit of study builds on units from previous semesters in order to introduce strategies and frameworks for achieving social change through community planning, program development and project management.

- **Learning Outcomes** On successful completion of this unit, students will be able to:
  - Recognise the diverse ways in which social workers undertake social planning — organisationally, locally, nationally and internationally;
  - Demonstrate a critical understanding of the processes and context of social planning;
  - Identify the theoretical frameworks and debates relevant to social planning and the development of community service programs;
  - Understand key activities of social planning such as designing and evaluating services, assessing community needs and place-management;
  - Explore the implications of various social planning frameworks for social justice and for critical social work practice.

Required Reading Victorian Local Governments various dates, Designing and locating social planning.


Class Contact Three hours per week (lecture/workshop) for one semester.

Assessment Individual written assignment 60%; Group tutorial presentation 40%.

ASW4048 HEALTH AND MENTAL HEALTH: PRACTICE AND POLICY

Campus St Albans.

Prerequisite(s) Nil.

Content This unit of study explores the social, political and cultural issues related to health and mental health/wellbeing in Australian communities and internationally. What is meant by health and mental health will be explored within the social construction of knowledge. Particular attention will be given to health and mental health policies, practices and research findings and their impact on health equity and access to services for differently placed individuals and communities. An exploration of current practices that inform social work practice for working in the health and mental health fields will be explored within current debates.

- **Learning Outcomes** On successful completion of this unit, students will be able to:
  - Demonstrate an understanding of the nature, causes, scope and impact of health and mental health on individuals, families and communities, including the environment and the workplace;
  - Demonstrate an understanding of the role of government and non-government agencies in relation to the provision of health and mental health services and resources across the community sector;
  - Demonstrate an understanding of, and critically evaluate, a range of policies and practices that influence the health and mental health agenda, especially their impact on equity and access issues;
  - Critically evaluate the effectiveness of a range of policy, research and practice responses to health and mental health issues and concerns;
  - Critically evaluate the effectiveness of the responses and services provided by government and non-government agencies for those involved in health services and policies in Australia and internationally;
  - Demonstrate an understanding of the issues concerning health and mental health issues from a variety of practitioners’, service-users’ and consumer advocates’ perspectives, locally, nationally and internationally;
  - Contribute constructively to exploring solutions to some of the problems generated by concerns for individual, community and societal wellbeing by exploring new practice and policy initiatives.


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

**Assessment**

1. **Assessment 1:** Analysis of policy or research data on particular targeted group (750-word limit) 25%.
2. **Assessment 2:** Group project (present ideas, theories and research on the selected topic selected in a way that is accessible and readily understood by the rest of the group and will lead and stimulate class discussion) (EWL 1250-word limit) 35%.
3. **Assessment 3:** Major essay (chosen from topic lists) (3000-word limit) 40%.

Placement Nil.

### ASW4049 SOCIAL WORK WITH SCHOOLS

**Campus** St Albans.

**Prerequisite(s)** Nil.

**Content** This unit of study provides students with an opportunity for an in-depth exploration of social work with schools. It places school social work in its historical, theoretical, international, policy, legal and political contexts. It assists students to develop the understandings and skills for well-informed, effective social work practice with schools. The unit will begin with a session on the historical development of social work with schools in Australia, particularly Victoria, and internationally. It then links different models of school social work with different historical periods and sociopolitical contexts. As practitioners with host systems, school social workers require a basic understanding of educational theory and philosophies, and this body of knowledge will be introduced. The unit examines the policy context of Australian schools, and the particular ways that social work values and ethics overlap with and vary from those of schools and education. In particular, legal aspects of practice in schools will be covered, including duty of care in this environment. The unit takes an in-depth look at the Health Promoting Schools model, and its use of bodies of theory including understandings of wellbeing and resilience. Substantial time in this unit will be given to practice issues including working as a consultant to school staff, working with school communities, interdisciplinary teamwork, and resources for social work with schools. Students will have the opportunity to examine and reflect upon typical situations in the everyday work of school social workers.

- Learning Outcomes On successful completion of this unit, students are expected to:
  - be able to: Demonstrate increased understanding of social work with schools;
  - Demonstrate increased knowledge of educational theory, policy and systems;
  - Understand different models of school social work, including the Health Promoting Schools framework;
  - Access resources available for social work with schools;
  - Apply knowledge to school social work practice in situations involving diversity and complexity.

**Required Reading** Bye, L & Alvarez, M (eds) 2007, School social work theory to practice, Thomson, Belmont.

**Recommended Reading**

- Thompson, N 2003, Promoting equality: challenging discrimination and oppression, Palgrave, Basingstoke.

**Class Contact** Three hours per week lecture/workshop for one semester.

**Assessment**

- Review of a published article in the field of school social work (750-word limit) 25%; Group project in which students present ideas, theories and research on the selected topic and which is presented in a way that is accessible and readily understood by the rest of the group and will lead and stimulate class discussion (1250-word limit) 35%; Written analysis of an issue or case study linked to unit content (3000-word limit) 40%.

Placement Nil.

### ASW4050 STATUTORY SOCIAL WORK

**Campus** St Albans.

**Prerequisite(s)** Nil.

**Content** This unit of study will explore statutory social work and the tensions of reconciling critical social work practice with statutory obligations. Focus will be directed towards the historical, discursive, legislative and administrative base of policy and practice. In particular, statutory obligations with regard to: child protection, criminal justice, health and mental health systems, aged services, residential care, income support, asylum seekers and refugees and working with involuntary clients in a range of government and non-government statutory settings will form the basis of this analysis. Within these settings agency procedures such as risk assessments, case conferences, reports, interagency collaboration, and institutional care will be discussed against such notions as ethics in practice including analyses of power, authority and control, professionalism, self-determination, and confidentiality within a critical, reflective and emancipatory practice.

- Learning Outcomes On successful completion of this unit, students are expected to:
  - Understand the historical development of social work’s statutory obligations;
  - Undertake an analysis of the obligations within the various acts that inform statutory social work;
  - Explore the nature of statutory social work and its impact on the profession and the service users, their families and the broader community, with reference to social and human rights, duty of care, and service provision;
  - Demonstrate understandings of various discourses associated with statutory work and be able to place these discourses in an historical, cultural, political, legal, economic and social context;
  - Demonstrate a critique of the way statutory social work is used in gender, economic, political, religious and cultural discourses and its impact on individuals, families and communities;
  - Identify the recurrent tensions between statutory obligations and critical social work’s emphasis on empowerment, advocacy and social change around discriminatory and oppressive social/political relations;
  - Examine appropriate practice, policy, and administrative and legislative responses when faced with issues arising from statutory obligations;
  - Explore their own behaviours and attitudes in relation to issues discussed;
  - Recognise the effects of statutory social work on individuals, groups and communities and the resistances and hostilities they face as a result;
  - Contribute constructively to exploring solutions to some of the problems generated by this analysis by exploring new practice and policy initiatives.

**Required Reading**


**Class Contact** Three hours per week lecture/workshop for one semester.

**Assessment**

- Literature/book review (this is to be done on all readings assigned for weeks 1-5) (750-word limit) 25%; Group project (present ideas, theories and research on the selected topic presented in a way that is accessible and readily understood by the rest of the group and will lead and stimulate class discussion) (1250-word limit) 35%; Major essay or take home exam (chosen from topic lists assigned) (3000-word limit – 500 words per question) 40%.

Placement Nil.

### ASW4051 SUPERVISION PRACTICE IN SOCIAL WORK

**Campus** St Albans.

**Prerequisite(s)** Nil.

**Content** The experience of supervision is one that all social workers have because of the professional requirements of the Australian Association of Social Work (AASW). This unit will introduce students to a critical analysis of the social, professional and organizational contexts of supervisory practice in the human services sector. It will
assist students to critically examine the global, social, political, professional and service provisions discourses in the supervision context. Students will reflect on the stories of the characters involved in their supervision and examine the power of each of these characters in the supervision process. It will also consider the ethical dimensions of supervision practice and the implications of this in practice.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Extend their understanding of theoretical and practical issues relating to the process of professional supervision;
  - Explore the different discourses in the supervision experience;
  - Critically evaluate the role and function of the supervisor, including the personal influence of values, ethics, codes of practice, use of language and professional bias;
  - Critique the professionals’ use and ownership of knowledge and its implications;
  - Critically evaluate organisational context of the supervisory role and examine the impact of managerialism and professionalism on the contemporary practice of supervision.

Required Reading O’Donoghue, K 2003, Restoring social work supervision, Dunmure Press, Palmerston North, New Zealand.


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

Assessment Assessment 1: Written summary using reflective journal as reference on the factors influencing supervision from various ideological perspectives (750-word limit) 30%.

Assessment 2: Group presentation (20 minutes) using the topics assigned after undertaking Assessment 1 (EWL 1250-word limit) 30%.

Assessment 3: Major essay (chosen from topic lists assigned) (3000-word limit) 40%.

Placement Nil.

**ASW4090 SOCIAL POLICY ANALYSIS: CURRENT ISSUES**

**Campus** St Albans.

**Prerequisite(s)** ASW2013 Introduction to Social Policy, or equivalent.

**Content** Policy analysis, policy development and policy activism, aimed at protecting the interests of disadvantaged and disempowered and essential aspects of effective social work practice. More than ever, social workers require the knowledge and skills to understand how policies are initiated, designed, resourced and changed. This involves both an awareness of policy processes in relation to specific areas of social policy and an understanding of theory and concepts relevant to the dynamics of policy processes generally. This unit of study is designed to assist students to develop transferable skills in social policy analysis. The unit will revisit the policy cycle and the sociopolitical and economic context of Australian social policy as introduced in the units “Introduction to Social Policy” and “Social Welfare: History and Current Context”. This unit uses the knowledge and insights of the discipline of social policy, along with those from the disciplines of political science, economics, sociology and organisational theory, to analyse and interpret policy processes and important areas of social policy.

- Learning Outcomes On successful completion of this unit, students are expected to be able to:
  - Articulate their understanding of policy development processes and the factors which impact on policy implementation;
  - Appreciate the sociopolitical and economic environment within which social policy is made;
  - Undertake social policy analysis at least at a beginning level;
  - Demonstrate an in-depth understanding of at least one major area of social policy;
  - Discuss issues in contemporary Australian social policy;
  - Articulate the relationships among social policy, social research and social work practice.


**Class Contact** One weekly three-hour class. Format will vary in accordance with unit calendar.

**Assessment** Annotated bibliography on chosen policy topic (750 word limit) 20%; Group presentation (EWL 1250 words) 30%; Policy analysis paper (3000 word limit) 50%.

**ASW4092 SOCIAL WORK RESEARCH 2**

**Campus** St Albans.

**Prerequisite(s)** ASW2093 Social Work Research 1.

**Content** Research, evaluation and scholarship are integral to social work practice. A critical, anti-oppressive approach to social work influences all aspects of research practice, from the research topics we choose to the way we utilise research findings in our everyday practice. While critical social research is the tradition that shares anti-oppressive social work’s aim of bringing about transformational change, other traditions also produce material that can be an important resource for social work. This unit introduces students to the importance of developing a critical reflexive practice when undertaking or utilising social work research. It builds on understandings developed in Social Work Research 1. Students will continue to examine the importance of research in social work practice; the philosophical bases of social work research; and the empowering potential of postcolonial, feminist and participatory action approaches to research and evaluation. This unit includes a module on analysing and presenting quantitative data. Students will be introduced to, and have the opportunity to use, SPSS and Excel in the computer laboratory. Emphasis will be on descriptive statistics and presenting data in meaningful ways. Learning Outcomes On successful completion of this unit, students will be able to:

- Articulate an understanding of research and its role in social work practice;
- Locate themselves as reflective practitioner/researcher;
- Understand the implications of different paradigms used within social research;
- Articulate a critical awareness of what anti-oppressive social work research might look like, emphasising the importance of recognising practices that are driven by sexism, classism, racism and other dominant discourses;
- Evaluate critically the strengths and limitations of published research;
- Identify ethical issues and ethical guidelines for social work research;
- Use computers for quantitative data analysis, and the presentation of descriptive statistics.


**Recommended Reading** Henn, M, Weinstein, M & Foard, N 2006, A short

Class Contact 90-minute lecture; 90-minute tutorial/computer lab per week for one semester.

Assessment Assessment 1: Develop a research question that is relevant to social work research (1000-word limit) 20%. Assessment 2: Propose a research design for your research topic. Include epistemology, theory, methodology and methods. Demonstrate the suitability of research design for your proposed research. Include a discussion of ethical issues, a sampling and data collection plan, and a data analysis plan (2000-word limit) 40%. Assessment 3: Quantitative data analysis and presentation test (2000-word limit) 40% OR Literature review of specific research area (2000-word limit) 40%.

Placement Nil.

ASW4290 FIELD EDUCATION 2
Campus St Albans.
Prerequisite(s) ASW3201 Field Education 1; ASW3202 Field Education 1: Integrative Seminar.
Corequisite(s) ASW4291 Field Education 2: Integrative Seminar.

Class Contact 90-minute lecture; 90-minute tutorial/computer lab per week for one semester.

Assessment Assessment 1: Develop a research question that is relevant to social work research (1000-word limit) 20%. Assessment 2: Propose a research design for your research topic. Include epistemology, theory, methodology and methods. Demonstrate the suitability of research design for your proposed research. Include a discussion of ethical issues, a sampling and data collection plan, and a data analysis plan (2000-word limit) 40%. Assessment 3: Quantitative data analysis and presentation test (2000-word limit) 40% OR Literature review of specific research area (2000-word limit) 40%.

Placement Nil.

ASW4291 FIELD EDUCATION 2: INTEGRATIVE SEMINAR
Campus St Albans.
Prerequisite(s) ASW3201 Field Education 1; ASW3202 Field Education 1: Integrative Seminar.
Corequisite(s) ASW4290 Field Education 2.

Content This unit of study is designed to help students integrate theory and practice while on placement. Additionally these classes help students to explore the theory/practice relationship and focus on their own experiences and learning. There will be a half-day workshop focusing on the development of a work portfolio, career development and job-seeking skills. Potential employers will be invited to talk to the class. This forms the capstone task required for all students.

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

- Identify the ways in which the students' values influence responses to particular practice situations;
- Demonstrate specific skills in relation to the particular emphasis of specific placements i.e. communication skills, writing skills, recording and evaluation skills and organisational and planning skills;
- Have confidence in knowing how and when to use consultation and supervision;
- Demonstrate an emerging capacity for critical reflective practice;
- Demonstrate a practice-based awareness of the issues of consumers' service and resource networks associated with their placement agency's functions;
- Continually assess the process of intervention in the light of personal and agency ideology and social work values.


Class Contact This unit consists of 70 days of supervised field education in a human service agency.

Assessment Students' performance on placement is assessed in relation to the students' individual placement learning contract, based on the Skills and Knowledge Guide included in the Social Work Field Education Manual.

Placement Seventy days in the agency setting, comprising three days per week for 10 weeks from week three, followed by a block of six weeks from the end of semester one.
ASWS5002 SOCIAL WORK HONOURS: SEMINAR
Campus: St Albans.
Prerequisite(s): Acceptance into Honours.
Content: This Social Work unit offers an Honours program to final year social work students who have attained grades of at least 70% (Distinction or High Distinction) in at least half of their graded units in the second and third years of the Bachelor of Social Work Program or in the third year for advanced entry students. In order to successfully complete the Bachelor of Social Work with Honours, students are required to carry out a small piece of research and write a minor research thesis. The Honours program allows students to develop research practice expertise, and specialist knowledge in particular areas of their undergraduate studies. It provides students with the opportunity to learn more about research, its application and presentation and to build on their developing capacity for reflective practice. The Honours seminar in semester one prepares students to design an appropriate Honours research project, prepare an ethics application, and write a detailed research proposal.
- Learning Outcomes On successful completion of this unit, students will be able to:
  - Articulate the components required to undertake a research project;
  - Commence a small piece of research;
  - Understand ethical issues and ethical guidelines for conducting social work research;
  - Complete an application for ethics approval;
  - Demonstrate beginning skills for analyzing data of either a qualitative or quantitative nature;
  - Prepare a research proposal that will constitute a first draft of the first three chapters of the Honours thesis.

Required Reading

Recommended Reading

Class Contact Three-hour seminar.
Assessment Formal research proposal (5000-word limit) comprising the first three chapters of the Honours thesis 100%.
Placement Nil.

ASWS5003 SOCIAL WORK HONOURS
Campus: St Albans.
Prerequisite(s): Nil.

Content: The Honours program allows students to develop specialist knowledge in particular areas of their undergraduate studies. It provides students with the opportunity to learn more about research, its application and presentation and to build on their developing capacity for reflective practice. The successful completion of the Honours thesis, under the supervision of a social work academic staff member, enables students to graduate with a BSW with Honours. Successful completion of the BSW with Honours allows a graduate to apply immediately for entrance into a Masters of Social Work or PhD program, whereas graduates with a general BSW degree usually must have three years full-time post BSW practice experience before they can apply to commence a Masters.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Undertake a research project that meets the expectations of academic research;
  - Complete a small piece of research that has relevance for social work;
  - Comply with ethical guidelines for conducting social work research;
  - Complete data analysis for a small research project;
  - Complete a substantial piece of academic writing in the form of an Honours thesis.


Class Contact Individual supervision: one hour per week from second semester.
Assessment: Honours thesis 100%. Grading: First Class Honours (H1) 80-100; Upper Second Class Honours (H2A) 70-79; Lower Second Class Honours (H2B) 60-69; Third Class Honours (H3) 50-59; Not Passed (N) 0-49. (Combining with 5000 word assessment in Social Work Seminar in Semester 1) 10,000 word limit.
Placement Nil.

ASX3000 INTERNATIONAL STUDIES PROJECT
Campus: Footscray Park.
Prerequisite(s): Satisfactory completion of at least one International Studies core option.

Content: Through participation in the planning and execution of a project with a focus on one or more aspects of an international studies and/or intercultural topic or activity, students will produce a substantial piece of work and reflect on the learning they have achieved through their project work. Depending on the project that is negotiated (on the basis of personal interest, students’ area/s of specialisation and project availability) students may work individually or as part of a small team to achieve the negotiated project goals and outcomes. For some students the project may be undertaken as part of an international exchange semester or study tour, but projects within the community locally in a context of cultural and linguistic diversity are also possible.

- Learning Outcomes On successful completion of this unit, students will be able to:
  - Plan and undertake a project in a real-life context;
  - Independently and co-operatively engage with a range of people in order to achieve project goals;
  - Develop and apply their intercultural communication and learning skills;
  - Reflect critically on their experiences and use this reflection to plan how to improve outcomes.

Required Reading To be developed collaboratively between student/s and their supervisor in relation to the agreed project topic. The nature of this unit as an individually negotiated project that would normally be undertaken overseas often with supervision through a staff member at an exchange partner university, means that it is not appropriate to prescribe reading until the project topic has been finalised.


Class Contact: No formal classes but regular contact with a project supervisor and normally, depending on project context, regular participation in unit and/or project team meetings for planning, monitoring and feedback on project progress.
Assessment: Project report (in negotiated format) 80%; Reflective journal 20%. Placement Individually negotiated for each project and depending on its nature. It is anticipated that students will have a role in the negotiation but with oversight of the designated supervisor for the project.
**ASX3001 INTERNATIONAL STUDIES: PROFESSIONAL LEARNING**

**Campus** Footscray Park.

**Prerequisite(s)** Normally completion of at least two thirds of the International Studies degree units (ie. 192 credit points).

**Content** Through placement in an organisation to contribute to the daily work activities of that organisation, students will have an extended work integrated learning opportunity. The placement may be overseas as part of an exchange program and/or in a local context of cultural and linguistic diversity. In the placement it is anticipated that students will undertake tasks under supervision that reflect a range of work undertaken by employees with similar areas of expertise in that organisation. Depending on the placement that is negotiated (on the basis of personal interest, students’ area/s of professional and international studies specialisation and placement availability) students may be placed in an organisation individually or as part of a small team (eg. working as part of a group on a community fieldwork placement). Students are encouraged to be proactively involved in organising and negotiating their own placement with support from the unit co-ordinator. The placement may be focused on community service learning or professional work-based learning, depending on the students’ interest and opportunities that are available.

- **Learning Outcomes** On successful completion of this unit, students will be able to:
  - Understand about and experience the culture of a workplace and/or community fieldwork setting;
  - Apply knowledge and skills they have acquired in their formal studies to a work integrated learning context internationally and/or in a local context of cultural and linguistic diversity;
  - Demonstrate direct experience of working independently, co-operatively and as part of a team in a real workplace or community context;
  - Apply their international studies knowledge and intercultural communication and learning skills;
  - Reflect critically on their experiences and use this reflection to plan how to improve professional presentation and practice.

**Required Reading** To be developed collaboratively between students and their co-ordinator and employer/mentor. The nature of this unit as an individually negotiated field placement or work integrated learning normally undertaken overseas, means that it is not appropriate to prescribe reading until the focus of the professional learning experience has been finalised.


- **Johns, G & Saks, A 2005, Organizational behaviour: understanding and managing life at work, Pearson Prentice Hall, Toronto.**
- **West, MA 2004, Effective teamwork: practical lessons from organizational research, Edinburgh, Malden, MA.**

**Class Contact** No regular classes, but there is an introductory employment preparation/orientation session and daily contact (usually) with a workplace-based supervisor. Placement will be for a minimum of 15 days.

**Assessment** Employer/mentor evaluation 35%; Placement report with supporting portfolio outlining/demonstrating work undertaken 45%; Reflective journal 20%. EWL 3000 words.

Placement Placement will be for a minimum of 15 days. A professional learning/workplace supervisor/mentor will be involved in the ongoing supervision of the placement.

**AXR0002 RESEARCH DESIGN AND METHODS**

**Campus** City Flinders and Off-campus

**Prerequisite(s)** Nil.

**Content** This unit of study will examine the important link between epistemology, methodology, and methods underpinning the choice of research design appropriate to investigate and answer a research question. The focus is on the development of a research proposal. Alongside the basics of quantitative and qualitative research design and methods, attention is given to the types of research problems that can be addressed by mixed methods or triangulation. The unit topics will include: qualitative research philosophies and approaches including phenomenology, grounded theory, action research; qualitative design and data collection methods including literature review, case studies, focus groups, interviewing, ethnographic fieldwork; and analysis and interpretation, appropriate to the social sciences. Quantitative methods will include experimental and quasi-experimental, non-experimental descriptive and correlational research design. Unit topics will also address issues of sampling, generalisability, measurement reliability and validity, and methods of data collection. Topics in data analysis will include descriptive statistics and parametric and non-parametric techniques for analysing univariate data, and multivariate descriptive and inferential statistics.

- **Learning Outcomes** On successful completion of this unit, students will be able to:
  - Appreciate different epistemologies or ways of knowing;
  - Analyse assumptions underlying quantitative and qualitative research methods;
  - Demonstrate knowledge of the appropriateness of research designs and critique methods presented in published research studies;
  - Identify researchable problems arising from their professional practice and the literature;
  - Operationalise the research problem;
  - Demonstrate the principles of evaluation of research projects in terms of their quality and significance;
  - Design a research project.

**Required Reading** Students will be provided with selected study materials.

**Recommended Reading** Bouma 6D & Ling K 2004, The research process, 5th edn, Oxford University Press, South Melbourne.

- **Salkind, NJ 2006, Exploring research, 6th edn, Pearson Prentice Hall, Upper Saddle River, New Jersey.**
- **Plano-Clark, VL 2007, Designing and conducting mixed methods research, Sage Publications, Thousand Oaks, California.**

**Class Contact** One three-hour weekly seminar for on-Campus students and online for off-Campus students.

**Assessment** Online exercises and research project proposal.
DOCTOR OF PHILOSOPHY
Course Code APSD

Campus Dependent upon supervision

Course Description
The Faculty of Arts, Education and Human Development offers supervision for Doctorate programs in many areas, some examples are: Applied Linguistics and Sociolinguistics; Asian Studies; Australian Literature and Literary Theory; Clinical/Counselling research; Communication Studies; Community Development; Community Psychology; Computer Mediated Art; Creative and Professional Writing; Cultural Studies; Developmental Neuropsychology; History; Literary Studies; Media and Cultural Studies; Multimedia; Multicultural Studies, Pacific Island Studies; Political Science; Postcolonial Studies; Psychology of Health and Social Development; Sleep and Sleep Problems; Social Policy; Sociology; Spanish and Latin American Studies; Gender Studies.

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

Admission Requirements
Applicants for candidature to the Doctor of Philosophy should normally have completed either a Master of Arts by Research degree or a four-year undergraduate degree with Honours. If you have not completed a Master of Arts by Research degree, you will normally be enrolled in the first instance in a Masters program and will be given the opportunity to convert to a Doctoral program when you have completed sufficient work to satisfy the Faculty that your topic is suitable in scope and level for doctoral study.

Initial contact should be made with either the relevant School Postgraduate Studies Co-ordinator or the Faculty Postgraduate Studies Co-ordinator to clarify your proposed area of research. You will need to discuss the availability of suitable supervision for your program and any facilities or support you will require.

DOCTOR OF PHILOSOPHY
Course Code APXF

Campus Dependent upon supervision

Course Description
Continuing Students Only
The Faculty of Arts, Education and Human Development offers supervision for Doctorate programs in many areas, some examples are: Applied Linguistics and Sociolinguistics; Asian Studies; Australian Literature and Literary Theory; Clinical/Counselling research; Communication Studies; Community Development; Community Psychology; Computer Mediated Art; Creative and Professional Writing; Cultural Studies; Developmental Neuropsychology; History; Literary Studies; Media and Cultural Studies; Multimedia; Multicultural Studies, Pacific Island Studies; Political Science; Postcolonial Studies; Psychology of Health and Social Development; Sleep and Sleep Problems; Social Policy; Sociology; Spanish and Latin American Studies; Gender Studies.

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

Admission Requirements
Applicants for candidature to the Doctor of Philosophy should normally have completed either a Master of Arts by Research degree or a four-year undergraduate degree with Honours. If you have not completed a Master of Arts by Research degree, you will normally be enrolled in the first instance in a Masters program and will be given the opportunity to convert to a Doctoral program when you have completed sufficient work to satisfy the Faculty that your topic is suitable in scope and level for doctoral study.

Initial contact should be made with either the relevant School Postgraduate Studies Co-ordinator or the Faculty Postgraduate Studies Co-ordinator to clarify your proposed area of research. You will need to discuss the availability of suitable supervision for your program and any facilities or support you will require.

DOCTOR OF PHILOSOPHY
Course Code APXH

Campus Dependent upon supervision

Course Description
Continuing Students Only
The School of Psychology offers supervision for Doctorate programs. A selection of some of the areas of interest are: Aboriginal issues in psychology, child and adolescent development, chronic illness, clinical psychotherapy, cognitive performance, community mental health, counselling, cross-cultural issues and service delivery, developmental psychology, diabetes and health behaviour, eating disorders, environmental/conservation issues, evaluation research, family process and attachment, feminism and psychology, gambling behaviour, group dynamics, head injury, hypnosis, independent living skills, learning disability, migrant adjustment, neuropsychological treatments, personality development, psychometrics, psychotherapy, reading comprehension, rehabilitation, sleep and sleep disorders, stroke and dementia and women’s health. The School of Psychology has research facilities, including a sleep laboratory and a clinic, plus office space and computing access to support its research students.

Applicants for the Doctor of Philosophy in the School of Psychology should normally have an Australian Psychological Society accredited fourth-year (Honours or Graduate Diploma) in Psychology, with 2A honours level or better. Students with fourth-year or Master’s degrees in other related disciplines may be considered, if appropriate supervision is available.

Course Duration
Standard completion times for research are 18 months for a Master’s Degree and 36 months of a PhD, or part-time equivalent.

Students are invited, in the first instance, to discuss their potential research topic with the School Research Professor, or contact the Faculty Postgraduate Co-ordinator for more information.
MASTER OF ARTS (RESEARCH)

Course Code ARXF

Campus Dependent upon supervision

Course Description
The Faculty of Arts, Education and Human Development offers supervision for Masters programs in many areas, some examples are: Applied Linguistics and Sociolinguistics; Asian Studies; Australian Literature and Literary Theory; Clinical/Counselling research; Communication Studies; Community Development; Community Psychology; Computer Mediated Art; Creative and Professional Writing; Cultural Studies; Developmental Neuropsychology; History; Literary Studies; Media and Cultural Studies; Multimedia; Multicultural Studies; Pacific Island Studies; Political Science; Pastoralion Studies; Psychology of Health and Social Development; Sleep and Sleep Problems; Social Policy; Sociology; Spanish and Latin American Studies; Gender Studies.

Course Duration
The Master of Arts by Research course requires the equivalent of two years full-time study. In the case where an honours degree (or equivalent) is held, or equivalent experience is demonstrated, the duration of the course may be reduced as appropriate.

Admission Requirements
To be eligible for candidature to the Master of Arts by 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.

The Master of Arts by Research is offered under this code in the School of Communication, Culture and Language and also in the School of Social Sciences. Initial contact should be made with either of the relevant School Postgraduate Co-ordinators 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.

MASTER OF ARTS (BY RESEARCH)

Course Code ARXH

Campus Dependent upon supervision

Course Description
The School of Psychology offers supervision for Master’s Degree programs. A selection of some of the areas of interest are: Aboriginal issues in psychology, child and adolescent development, chronic illness, clinical psychotherapy, cognitive performance, community mental health, counselling, cross-cultural issues and service delivery, developmental psychology, diabetes and health behaviour, eating disorders, environmental/conservation issues, evaluation research, family process and attachment, feminism and psychology, gambling behaviour, group dynamics, head injury, hypnosis, independent living skills, learning disability, migrant adjustment, neuropsychological treatments, personality development, psychometrics, psychotherapy, reading comprehension rehabilitation, sleep and sleep disorders, stroke and dementia and women’s health. The School of Psychology has research facilities, including a sleep laboratory and a clinic, plus office space and computing access to support its research students.

Applicants for the Master of Arts (by Research) in the School of Psychology, should normally have an Australian Psychological Society accredited fourth-year (Honours or Graduate Diploma) in Psychology, with 2A honours level or better. Students with fourth-year or Master’s degrees in other related disciplines may be considered if appropriate supervision is available.

Course Duration
Standard completion times for research are 18 months for a Master’s Degree and 36 months for a PhD, or part-time equivalent.

Students are invited, in the first instance, to discuss their potential research topic with the School Research Professor, or contact the Faculty Postgraduate Co-ordinator for more information.
ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the elders, families and kinship clans of the Wurundjeri tribe of the Kulin Nation who were the custodians of University land for many centuries. We acknowledge that the land on which we meet was the place of age-old ceremonies of celebration, initiation and renewal, and that the Kulin Nation people’s living culture has and has a unique role in the life of the region.